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ABSTRACT

This program is designed for personnel working in alcohol service agencies who are responsible for planning and implementing prevention programs for youth. The training is most appropriate for the person who is just starting to plan a prevention program and who has only minimal experience in prevention work with youth. Training skills and experience in planning and managing prevention programs, equally important to the successful delivery of this training program, are discussed. Skill-building is a focus in the directing of role-play and simulation activities, group discussion, individual problem solving, lectures and brainstorming. Specific suggestions on how to deploy the training staff are included in the refresher material on training techniques. Also included is a set of outline cards to be used by the trainer during sessions. (Author/PJC)

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National Institute on Alcohol Abuse and Alcoholism

ED174908

Trainer Manual

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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you, youth, and prevention

CG013699

U. S. Department of Health, Education, and Welfare • Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration

Program Overview

PURPOSE:

Increase the number and quality of youth-oriented prevention programs that are implemented by alcoholism service agencies.

TRAINING OBJECTIVES:

Assist participants to:

- develop individual concepts of prevention that can be implemented in their own agencies;
- recognize and distinguish among attitudes toward youth, toward drinking, and toward drinking by young people, those that will impede and those that will promote effective prevention programing;
- recognize and distinguish interpersonal communication styles that will impede and those that will promote effectiveness in working with youth;
- identify and describe a problem focus for a prevention program that responds to identified community needs;
- identify and describe a prevention programing strategy appropriate in achieving the goal(s) of a program to meet these needs.

COURSE MATERIALS:

- *Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency* (participant's take-home reference; also used as a primary resource for trainer preparation)
- **Trainer Manual** (includes evaluation instruments and masters for handouts and overhead transparencies)
- **Session Outline Cards** (notes for trainer use during sessions)
- A 16-mm film (available for rent from National Audiovisual Center)

TARGET GROUP:

This program is designed for persons in alcohol service agencies who are responsible for planning and implementing prevention programs for youth. The training is most appropriate for the person who is just starting to plan a prevention program and who has only minimal experience in prevention work with youth. It is presumed that participants will have knowledge of the effects of alcohol use and abuse as a prerequisite for this training program.

(Continued on back cover)

Trainer Manual

You, Youth, and Prevention

Developed by
National Center for Alcohol Education

U.S. Department of Health, Education, and Welfare
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

National Institute on Alcohol Abuse and Alcoholism
5600 Fishers Lane
Rockville, Maryland 20857

1979

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The following agencies participated in the development of this training program for the National Center for Alcohol Education.

Area Alcohol Education and Training Programs:

Eastern Area Alcohol Education and Training Program
Bloomfield, Conn.

Midwest Area Alcohol Education and Training Program
Chicago, Ill.

Southern Area Alcohol Education and Training Program
Atlanta, Ga.

Western Area Alcohol Education and Training Program
Reno, Nev.

Local Agencies:

Program on Alcohol and Drug Abuse
Concord, N. H.

Family Counseling and Education in Alcoholism, Inc.
Columbia, Mo.

National Council on Alcoholism New York Affiliate
New York, N. Y.

King County Division of Alcoholism Services
Seattle, Wash.

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Contents

Preface		v
SECTION I:	Introduction	1
SECTION II:	Session-by-Session Guide	5
	Session I: Exploring Concepts of Prevention	7
	Session II: Improving Communication With Youth	13
	Session III: Selecting a Problem Focus	19
	Session IV: Selecting a Prevention Strategy	23
	Enrichment Activities	29
Appendix A:	Conducting and Managing a Training Event: Refresher Material	31
Appendix B:	Participant Recruitment and Selection Forms	43
Appendix C:	Masters for Transparencies and Handouts	51
Appendix D:	Training Evaluation Instrument	99

Preface

You, Youth, and Prevention, a training model developed by the National Center for Alcohol Education (NCAE) in cooperation with the Area Alcohol Education and Training Programs (AAETP), is designed to meet the needs of alcoholism service workers as identified in data gathered by the AAETPs. Requests for a program of this type to assist local agency staff in planning, programing, and implementing prevention programs for youth emerged at the grassroots level in all four AAETP areas, and NCAE's work resulted from this nationally expressed need.

Through a survey, NCAE and field team members determined that two integrally related products should be developed. One, a written document, would "lay out a foundation of knowledge for work with alcohol abuse prevention for youth." The second, a short, action-oriented training model, would include attitude exploration and skill development. The realization of the first is **Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency** (the handbook). The second is the training program, "You, Youth, and Prevention." While the handbook has utility as an independent planning resource for local agencies, the two products are integrally related in the 14-hour training design.

The NCAE staff initially conducted a literature search and wrote the handbook, **Planning a Prevention Program.** The training activities then were designed in consultation with the four AAETPs and with alcoholism field personnel who are responsible for training in their own agencies. This team approach to model development and field demonstration of the training model brought local experience and perspectives to the project.

Pilot field tests involving trainers with a wide range of professional education and experience were held in three of the four AAETP areas. Field demonstrations were formally evaluated to assess participant learning, to see whether the training met the needs of the participants, and to assess eventual impact of the training on alcohol service agencies.

The model has been revised since the pilot demonstrations to improve its effectiveness from an educational point of view and to incorporate refinements that make the trainer's task as smooth and problem free as possible. Use of the accompanying materials as suggested in this manual should result in learning experiences that impart useful knowledge, skills, and insights.

National Center for Alcohol Education
National Institute on Alcohol Abuse and Alcoholism

Introduction

This training program and the accompanying handbook are designed to help staff members of alcohol service agencies start prevention programing within the agency. The learning experiences will assist planners as they explore means to implement new prevention programs or improve existing efforts.

The suggested model comprises 14 hours of training activities in four 3½-hour sessions, which encompass:

- exploring concepts of prevention,
- improving communications,
- selecting a problem focus for a pilot prevention program, and
- selecting a prevention strategy.

The instructional methods range from lectures to discussion, problem-solving exercises, role plays, and simulations. The planned sessions also include viewing of a 16-mm film available through a rental source. Also suggested are enrichment activities that may be used to supplement or replace suggested session activities or may be sponsored as evening events.

This package contains:

- **Trainer Manual**
- **Session Outline Cards**
- **Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency**

Other needed materials include the film, "The Party's Over," which is available through the National Audiovisual Center (see p. 3 for more information).

The **Trainer Manual** provides information about preparing for, managing, and conducting the program. In this section of the manual, you will find general introductory material about the training program, and in section II, a detailed "walk-through" of each session. This Session-by-Session Guide is supplemented by the Session Outline Cards, separately bound and designed for use during the training sessions.

Who Can Benefit From This Training?

- Individuals who are or will be responsible for planning, implementing, and maintaining a prevention program for youth in an alcoholism service agency are the primary target audience. The training should benefit both those who are planning such a program and those who want to improve an existing effort.
- Others who work with youth and have an interest in either sponsoring or participating in a prevention program also will find the training helpful; however, trainees need background knowledge of alcohol abuse to take maximum advantage of the learning experience.
- Appendix B contains an applicant interest checklist, which may be included in the recruiting materials, can help prospective participants determine whether the subject matter and activities of this training program meet their individual needs and interests.

Who Can Best Conduct the Training Sessions?

The trainer or facilitator selected to present these training materials should be able to organize and manage a training program effectively, lead a group discussion, present audiovisual materials, and facilitate small group work. Role plays and simulations are given special emphasis in the sessions. The facilitator should be experienced in directing these types of activities. Appendix A provides a brief description of the required skills. The package developers believe that some experience in this area is a prerequisite if trainees are to receive the maximum benefit from the learning experience.

A second important requirement for the trainer is a good background in the concepts of prevention. Knowledge of and experience in planning and managing prevention programs in the alcohol field is particularly helpful. Lacking this ideal combination of expertise in prevention and training skills, the materials still may be presented effectively through use of a training team or a skilled trainer assisted by a consultant who can serve as a subject matter resource. Should an individual with considerable expertise in prevention but lacking recent experience in training elect to present the materials, the information about training techniques provided in appendix A of this manual may be useful.

What Kind of Preparation Is Necessary?

Implied in a trainer's decision to present this training program is a willingness to use materials developed by others and to spend adequate time mastering the content and educational methods.

- Proper trainer preparation will require studying this manual and the handbook, previewing all of the audiovisual materials to be used, and conducting at least one rehearsal or dry run before actually presenting the workshop.
- In addition to preparing for presentation of the workshop, the trainer must be able to assume or assign the role of program manager to carry out managerial and logistical tasks involved in conducting the workshop.

Where Can the Workshop Be Conducted?

The training site should be comfortable and attractive and must be large enough to accommodate 20 participants for

- large-group discussion;
- small-group work; and
- audiovisual presentations.

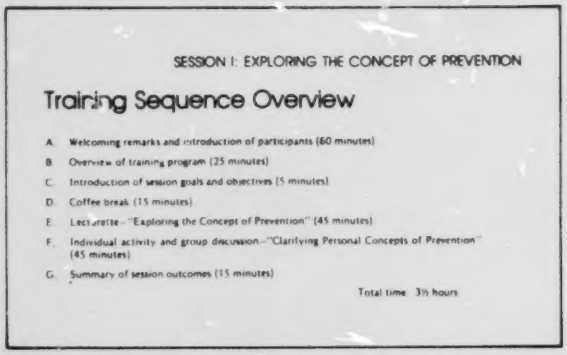
See appendix A for further discussion of training site selection.

How Are Workshop Materials To Be Used?

Trainer Manual. The Trainer Manual is designed to help with the preparation for conducting the sessions. It describes the training design and sequence of activities, suggests a preparation procedure, and describes in detail each training session. The handouts and transparencies to be used in the sessions are reproduced in the text for easy reference. Appendix A provides refresher material on the training techniques and methods, as well as a brief discussion of management of training programs. Appendix B contains sample recruiting materials. Appendix C includes masters of the handouts and transparencies to be reproduced. Appendix D contains evaluation materials.

Session Outline Cards. These cards are designed for trainer use during the workshop. They serve as an easily portable, step-by-step guide, allowing the trainer to move around the room rather than becoming a captive lecturer behind a desk or podium. The cards are merely an outline; space is provided for notes and key points the trainer wishes to add for his or her own use.

The cards follow the same sequence and format for each session. The first gives an overview of the training sequence, including suggested time periods for each activity.



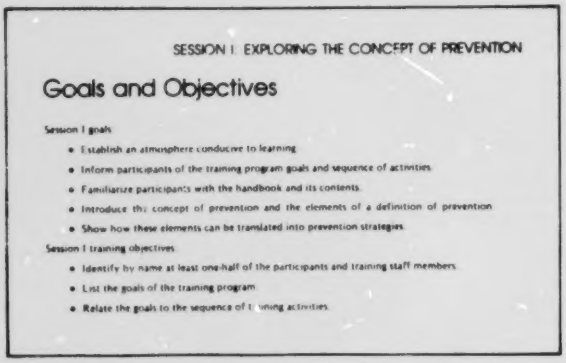
SESSION I: EXPLORING THE CONCEPT OF PREVENTION

Training Sequence Overview

A. Welcoming remarks and introduction of participants (60 minutes)
B. Overview of training program (25 minutes)
C. Introduction of session goals and objectives (5 minutes)
D. Coffee break (15 minutes)
E. Lecturette—"Exploring the Concept of Prevention" (45 minutes)
F. Individual activity and group discussion—"Clarifying Personal Concepts of Prevention" (45 minutes)
G. Summary of session outcomes (15 minutes)

Total time: 3½ hours

The next cards specify training goals and participant objectives.



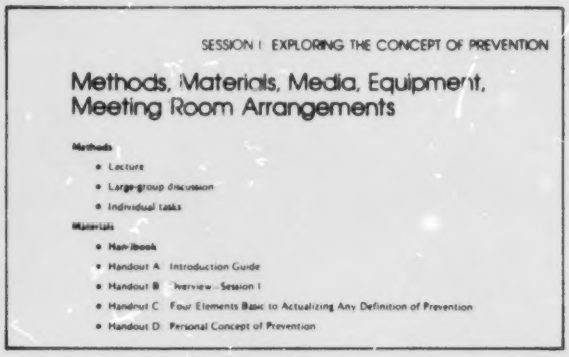
SESSION I: EXPLORING THE CONCEPT OF PREVENTION

Goals and Objectives

Session I goals:
- Establish an atmosphere conducive to learning.
- Inform participants of the training program goals and sequence of activities.
- Familiarize participants with the handbook and its contents.
- Introduce the concept of prevention and the elements of a definition of prevention.
- Show how these elements can be translated into prevention strategies.

Session I training objectives:
- Identify by name at least one-half of the participants and training staff members.
- List the goals of the training program.
- Relate the goals to the sequence of training activities.

Subsequent cards indicate the media, materials, equipment, training methods, and suggested meeting room arrangements for the sessions.

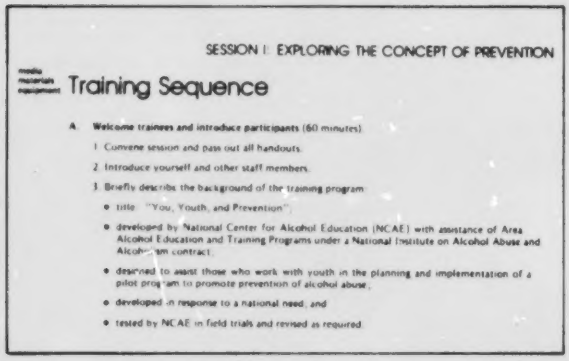

SESSION I: EXPLORING THE CONCEPT OF PREVENTION

Methods, Materials, Media, Equipment, Meeting Room Arrangements

Methods
- Lecture
- Large-group discussion
- Individual tasks

Materials
- Handbook
- Handout A: Introduction Guide
- Handout B: Overview—Session I
- Handout C: Four Elements Basic to Actualizing Any Definition of Prevention
- Handout D: Personal Concept of Prevention

The remaining cards give specific instructions on how to conduct the training activities. Media, materials, and equipment needs are noted in the left margins of these cards as they occur in the training sequence.


SESSION I: EXPLORING THE CONCEPT OF PREVENTION

media / materials / equipment — Training Sequence

A. Welcome trainees and introduce participants (60 minutes)
1. Convene session and pass out all handouts.
2. Introduce yourself and other staff members.
3. Briefly describe the background of the training program:
- title: "You, Youth, and Prevention";
- developed by National Center for Alcohol Education (NCAE) with assistance of Area Alcohol Education and Training Programs under a National Institute on Alcohol Abuse and Alcoholism contract;
- designed to assist those who work with youth in the planning and implementation of a pilot program to promote prevention of alcohol abuse;
- developed in response to a national need; and
- tested by NCAE in field trials and revised as required.

Participant handbook. The participants' text, **Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency,** is used during the workshop but is intended primarily as a take-home reference. It contains detailed, task-oriented information about planning, designing, and implementing a pilot prevention program and about resources available to program planners.

Transparencies. Masters for preparing transparencies are provided in appendix C. Their use allows the trainer to present information to the whole group in a simple and efficient manner. Having information ready for display on a transparency allows continuity in the presentation, focuses attention on significant material, and lends emphasis to the material thus presented. Reproduction of transparencies and operation of the overhead projector are discussed in appendix A.

Participant handouts. Masters for the participant handouts also are in appendix C of this manual. Copies for each participant must be reproduced before the workshop. Any special duplication instructions for the trainer are printed on the handouts. For those with no instructions, it is assumed that a handout will be duplicated for each trainee, and that all handouts for a session will be distributed before start of that session.

What Is the Suggested Procedure for Preparation?

Management and logistics. After the sponsoring agency is assured of sufficient participant interest in a program, the primary considerations are those of organization, choosing a time and place, recruiting and selecting participants, and obtaining materials and equipment. See appendix A for suggestions about planning and carrying out these management tasks.

Mastery of session sequence. In preparing to conduct the sessions, it is suggested that the trainer begin by reading through section II of this manual in conjunction with the Session Outline Cards, to become familiar with the total contents and sequence of the sessions and the materials (handouts, transparencies, and film).

Review of content and trainer refresher material. Next, the trainer may want to go over section II again, this time reading the relevant sections of the handbook and the refresher material on training skills in appendix A.

Review of Session Outline Cards. The next step is to review the Session Outline Cards, this time planning specifically how each session will be conducted and making notes on the cards about introductory remarks and key questions to emphasize particular points, stimulate discussion, summarize sessions, etc. If there is to be a cotrainer or if a resource person will be present during the session, joint planning will insure clarity of roles and mutual expectations for the training sessions.

Acquire media, materials, equipment. Well before the program, the trainer will want to order and preview the film, prepare the transparencies, and plan the reproduction and distribution of handouts. The film should be ordered 3 to 4 weeks before the event from the National Audiovisual Center, General Services Administration, Order Section, Washington, D.C. 20409. The rental fees are $10 for 3 days, $15 for 1 week, and $20 for 2 weeks. The user pays return postage and any special shipping charges. Checks should be made payable to The National Archives Trust Fund. Films can be ordered by phone if fees are charged to Master Charge or BankAmericard. The number to call is (301) 763-1891.

Session-by-Session Guide

The following detailed descriptions of each session provide a step-by-step guide to how to present the training program. Included are discussions of each activity with the information and materials needed to present it. The transparencies and handouts, as well as pages of the handbook that are referred to during the sessions, appear in the text for ready reference. At the conclusion of session IV, suggestions for enrichment activities are provided in case the trainer wishes to incorporate additional learning experiences or substitute other activities for those in the sessions. When reviewing this section of the manual, it is helpful to refer to the Session Outline Cards since they constitute a brief outline of the complete Session-by-Session Guide.

Exploring Concepts of Prevention

This session plan calls for setting a friendly, cooperative atmosphere conducive to learning and an open exchange of ideas. The subject matter includes an overview of the training program and an introduction to the concept of prevention.

A. Welcome and Introduction of Participants (60 minutes)

After introducing himself or herself and other staff members by name, the facilitator briefly describes the background and general purpose of this training program, entitled *You, Youth, and Prevention.* This information can be found in the preface to this manual. The trainer also may wish to add comments about the sponsoring agency's interest in the program.

Next, trainees are briefed on the schedule for the program (times, room numbers, etc.) and given information about location of restrooms and availability of coffee and food.

In the first activity participants introduce themselves, using handout A to focus their remarks.

This introduction can help set an informal, productive working atmosphere. The facilitator begins, frankly discussing his or her background and interests and inviting participant questions. The time allotted for each presentation is about 2 minutes, but it should not be rushed, since helping the participants get to know each other will pay off later. The facilitator may want to ask questions or make positive comments as participants speak, especially if the atmosphere is stiff or group members appear tense.

Participant Introduction Guide

As a means of getting to know each other, each participant will be asked in turn to introduce himself or herself. Please use the following questions as a starting point. Feel free to add any further comments or anything else you would like the group to know about you, but try to observe a 2-minute time limit.

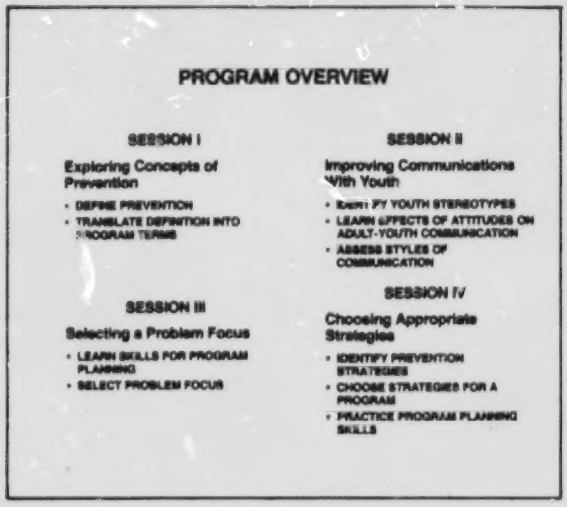
1. What is your name? How do you prefer to be addressed?
2. Where do you live?
3. What agency do you represent? What do you do there?
4. What are some of your interests outside of work?
5. What is your experience with youth programs as a director or coordinator, as an observer, or as a volunteer?
6. What brought you to the training session? What are your expectations or objectives?

Disclosure of trainees' expectations is a vital element of these introductions. The trainer should make a note of any interests or needs that will not be included in the program content and bring them up for discussion during the workshop overview to help prevent discontent about the subject matter.

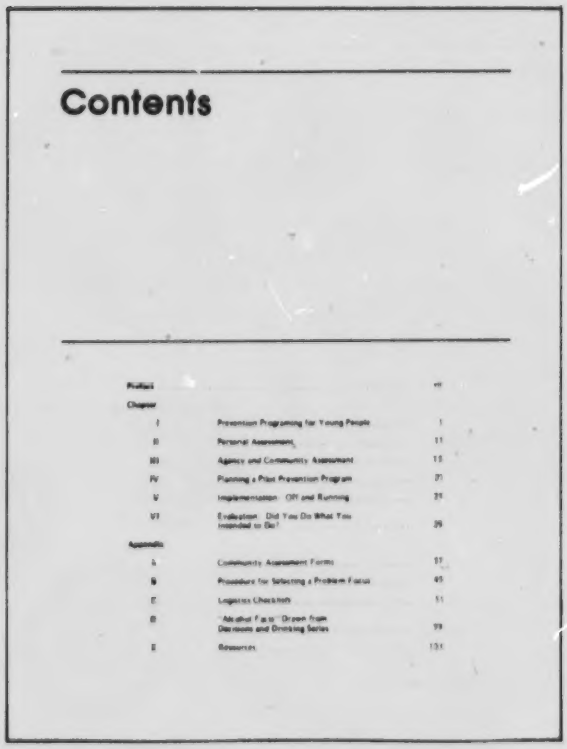
B. Overview of the Training Program (25 minutes)

Following the opening icebreaker activities, the facilitator outlines objectives of the training program.

Transparency 1 is shown to provide an overview of the training design. The facilitator points out that the first two sessions deal with issues related to prevention programing, while the last two allow participants to learn specific skills required for planning a pilot prevention program.


PROGRAM OVERVIEW
SESSION I
Exploring Concepts of Prevention
• DEFINE PREVENTION
• TRANSLATE DEFINITION INTO PROGRAM TERMS
SESSION II
Improving Communications With Youth
• Examine FY YOUTH STEREOTYPES
• LEARN EFFECTS OF ATTITUDES ON ADULT-YOUTH COMMUNICATION
• ASSESS STYLES OF COMMUNICATION
SESSION III
Selecting a Problem Focus
• LEARN SKILLS FOR PROGRAM PLANNING
• SELECT PROBLEM FOCUS
SESSION IV
Choosing Appropriate Strategies
• IDENTIFY PREVENTION STRATEGIES
• CHOOSE STRATEGIES FOR A PROGRAM
• PRACTICE PROGRAM PLANNING SKILLS

Next the trainee handbook, **Planning a Prevention Program**, is introduced and distributed. The trainer refers to the table of contents and reviews the topics it covers, pointing out that this reference contains more than an


Contents
Preface iii
Chapter
I Prevention Programing for Young People 1
II Personal Assessment 11
III Agency and Community Assessment 15
IV Planning a Pilot Prevention Program 21
V Implementation: Off and Running 31
VI Evaluation: Did You Do What You Intended to Do? 39
Appendix
A Community Assessment Forms 57
B Procedure for Selecting a Problem Focus 65
C Logistics Checklist 71
D "Alcohol Facts" Drawn from Discussions and Drinking Series 79
E Resources 101

elaboration of the training session content. It is intended as a step-by-step resource for participants to use as they plan programs in their own communities. The sessions and the handbook thus complement each other; the information presented in both will contribute to the trainees' mastery of prevention program planning.

Chapter I defines the concept of prevention, describes the different levels of prevention, and discusses strategies used in prevention programs. Chapter II provides helpful information about working with youth. It includes tips and guidelines for effective work with teenagers and explores common attitudes about youth and about drinking that affect implementation of prevention programs. Chapter III discusses assessment of community need for and agency commitment to a prevention program. Topics include assembling a task force and collecting information in the adult and youth populations. Appendixes B and C complement the text of this chapter. Chapter IV deals with the steps required for program planning, including:

- setting program goals and objectives;
- identifying useful community resources;
- selecting strategies, methods, and materials; and
- planning program logistics and evaluation.

Chapter V highlights some problems frequently encountered in implementation of the pilot program. Topics include supervision and troubleshooting, as well as dealing with concerns of youth, parents, and the sponsoring agency. Chapter VI describes three different approaches to program evaluation. It also gives evaluation do's and don'ts for planners.

Appendix A contains forms and interview guides for use in a community needs assesment survey. Appendix B details a process that can be employed in task force work to help the group reach consensus. Appendix C contains a logistics checklist to help plan meetings and a guide to the use of audiovisual equipment that might be employed in prevention programs or in task force meetings. Appendix D provides educational materials that may be adapted for use in a prevention program for youth. Appendix E contains resources for the prevention programer, including

- sources of assistance;
- lists of educational material; and
- examples of current demonstration programs for youth.

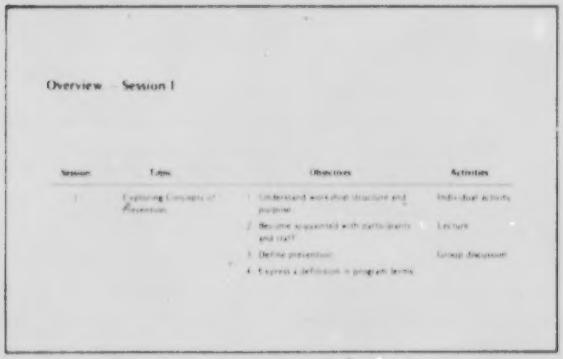
Familiarizing trainees with the handbook at the outset will encourage and facilitate its use as a take-home resource. It is helpful to point out that participants need not take extensive notes during the sessions since detailed information, particularly on program planning, is provided in the text.

The discussion of the contents may also address participant needs that will not be covered specifically during workshop sessions. For example, someone interested in training people to work in a prevention program might be referred to appendix E, which contains a list of organizations that sponsor training. Those who might be interested in funding sources can be referred to the same appendix for a list of Federal, State, private, and regional organizations who either make grants or can provide information about possible sources.

Participant expectations that will not be met by the training or the handbook definitely should not be ignored. The trainer may be able to deal with some concerns during breaks between sessions, or some of the other participants may be able to provide needed information or know of relevant resources. Even if there is no immediate answer to a concern or expectation, the trainer's open acknowledgement of this fact will lessen dissatisfaction and forestall the likelihood of discontentment and nonparticipation.

C. Introduction of Session Objectives (5 minutes)

At this point in session I and at the beginning of subsequent sessions, participants are oriented to the session's specific content and learning objectives (refer to handout B). This activity serves as a checkpoint to make trainees aware of what is to happen during the session and what is expected of them.


Overview — Session I

Session	Topic	Objectives	Activities
I	Exploring Concepts of Prevention	1. Understand workshop structure and purpose	Individual activity
		2. Become acquainted with participants and staff	Lecture
		3. Define prevention	Group discussion
		4. Express a definition in program terms	

D. Coffee Break (15 minutes)

E. Lecturette — "Exploring the Concept of Prevention" (45 minutes)

The facilitator now provides a short background for an activity in which participants examine their own concepts of prevention. General information about the topic can be found in chapter I of the handbook. The charts on pages 8 and 10 of the handbook will be especially relevant in preparing the "lecturette." For the trainer's convenience, the following brief discussion reviews the most important concepts.

As described by the developers of this training program, prevention programs include **those activities that increase the likelihood that an individual's drinking-related behavior is personally and socially constructive in a drinking society** (see transparency 2). The definition is really the embodiment of a prevention goal. Rather than focusing on negative behavior that one is trying to prevent, this definition takes a positive approach to behavior that prevention activities seek to develop or reinforce—those which are personally and socially constructive. Such behavior includes coping ability, evidence of self-esteem, and decisionmaking skills.

DEFINITION OF PREVENTION

PREVENTION: ACTIVITIES WHICH INCREASE THE LIKELIHOOD THAT AN INDIVIDUAL'S DRINKING-RELATED BEHAVIOR IS PERSONALLY AND SOCIALLY CONSTRUCTIVE IN A DRINKING SOCIETY.

The definition is equally applicable whether implementing personal development or environmental change prevention strategies. (Read chapter I of handbook, especially the chart on page 10, for a further explication of personal development and environmental change strategies.) In-depth discussion of strategies should be deferred to session IV.

The phrase "drinking-related behavior," used in the definition, applies equally to those who do and those who do not drink. Prevention workers should point out that nondrinkers are frequently affected by drinkers. For example, a young person may find him or herself in a group of peers, some of whom are drinking while others are not. Facilitating "personally and socially constructive drinking-related behavior" becomes equally important to the nondrinkers in the group, who may be riding in a car with the drinkers.

The phrase "in a drinking society" acknowledges the fact that all of use live in a society in which drinking is the accepted norm. All young people in this society will face the decision of whether or not to drink. Often the choice is **not** made consciously, in a considered fashion, but is made in response to peer pressure and without basic knowledge of alcohol's positive and negative effects.

Last, but not least in importance, the phrase "increase the likelihood" acknowledges the tentative nature of all recommendations for prevention programing. There are no guarantees of success. One approach may work well with a particular group under certain conditions, while

another technique may be more appropriate in a different setting or for different individuals.

Using the foregoing definition, it is possible to visualize the goals of such prevention activities for three prevention levels, commonly referred to in public health literature as primary, secondary, and tertiary. The use of these terms in the context of this training model is as follows.

At the **primary** level, the goal of prevention activities is reduction in the number of **new** instances in which drinking causes difficulty in basic parts of daily life. Among young people, this category or target audience includes those who consider themselves abstainers, those who have not yet experimented with drinking, and those who have experimented without harm to themselves or others.

The goal of **secondary** prevention activities is reduction in the number of **"nonsevere"** alcohol-related disabilities. In programing for young people, secondary prevention activities are likely to be very important for the person who has begun to experiment and who on occasion has experienced nonsevere drinking-related problems such as being reprimanded for drinking at inappropriate times and places. Here prevention activities might also be termed "intervention"—attempts to intervene in what could be a progression toward severe alcohol-related disabilities. Some prevention workers consider secondary prevention efforts most appropriately targeted toward those members of the population who are at highest risk for developing **severe** alcohol-related problems; e.g., the children of alcoholic parents or school dropouts.

Tertiary prevention, efforts to reduce the number of **severe** alcohol-related disabilities, is often called "treatment" rather than "prevention." Prevention programing for young people is most likely to concentrate on the primary and secondary levels. However, extending the potential audience of prevention efforts to include those persons who have been identified as having severe alcohol-related disabilities gives alcoholism treatment personnel a different perspective toward their work and patients. The goal of their efforts is not only to restore health but to prevent further deterioration related to alcohol dependence.

It is also important to point out that the given definition is not by any means the only accepted view of prevention. Although experts do not agree on a single meaning for prevention, any workable definition must be capable of translation into four key elements:

- Goal—what is to be accomplished?
- Target audience—who is to be reached?
- Behaviors to be affected—what behavior patterns will be maintained or modified? and
- Indicators of success—what will indicate that prevention efforts are achieving their goals?

Any general definition is actualized, or expressed in terms of a program, by translating it into these four key elements. Refer trainees to handout C for an example of how the given definition can be expressed in program terms. By specifying these four elements, the objective of the program is stated clearly and the strategies, or the way the objectives will be reached, can be selected. It should be pointed out that the importance and relevance of these four program elements will become more apparent as participants continue through the training program. This will become especially apparent in session IV, when participants formulate feasible prevention program strategies.

Four Elements Basic to Actualizing Any Definition of Prevention

Element	Example: Primary prevention
1. Goal	Reduce the number of new cases in which drinking causes adverse or harmful consequences
2. Target Audience	People without alcohol-related disabilities • Abstainers • Moderate drinkers • Drinkers with questionable drinking patterns • High-risk people
3. Behavior To Be Affected	Drinking-related behaviors • Personal drinking behavior • Behaviors that influence the drinking-related behaviors of others • Behaviors toward those with questionable drinking patterns
4. Indicators of Success	A decrease (by X percent) in the number of alcohol-related automobile accidents in the community. An increase (by X percent) in the number of requests for alcohol education received from community groups (schools, churches, civic associations, etc.)

F. Individual Activity and Group Discussion—"Clarifying Personal Concepts of Prevention" (45 minutes)

This activity will help participants begin clarifying their personal concepts of prevention and examining the kinds of programs they would be willing to promote. The activity begins with distribution of handout D. Trainees take 15 to 20 minutes to fill it out.

In a subsequent discussion, the group examines the similarities and differences among the different suggested definitions and proposed strategies. This exchange usually elicits reactions regarding the validity of definitions and an examination of the four basic elements or the level of prevention that is addressed. The discussion often is lively and usually elicits very good response from the trainees. Since many participants may already have been exposed to the controversy regarding prevention and what it encompasses, the trainer should not let the discussion belabor the point of preferred definitions or approaches, but should instead emphasize the diversity of opinions

Personal Concept of Prevention

How do you **define** primary prevention? _____

_____

_____

1. What would be the **goal** of a program consistent with this definition?

_____

_____

_____

2. Considering this definition, who makes up the **target audience** for these prevention activities?

_____

_____

_____

3. What **areas of behavior** would this program attempt to affect?

_____

_____

_____

4. What **indicators** would tell whether the prevention activities are achieving the goal of prevention?

_____

_____

_____

and the validity of any definition that can be translated into the four key elements.

G. Summary of Session Outcomes (15 minutes)

Before ending the first session, the facilitator briefly recapitulates the major points. The discussion can focus on how objectives were achieved and their relationship to the overall goals of the training program.

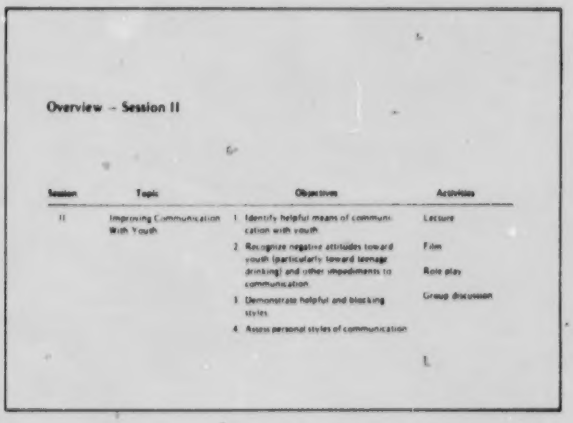
Improving Communication With Youth

Prevention programing involves working with people—with adult community members, who may not be extremely sympathetic toward concerns of teenagers, and with teenagers themselves, who may be especially sensitive to negative attitudes about youth expressed by adults. Since the ability to communicate effectively can make or break a prevention program, it is vital for participants to take a careful look at attitudes and communication styles to attain an increased awareness of how these factors influence young people.

A. Introduction to Session Objectives (10 minutes)

This session will give participants opportunities to observe typical examples of communication between adults and youth, as well as to improve their own communication abilities. Referring trainees to handout A, the trainer points out that participants will have an opportunity to:

- identify helpful ways to communicate with youth,
- recognize negative attitudes towards youth (particularly towards teenage drinking) and other impediments to communication,
- demonstrate helpful and blocking communication styles in role-play situations, and
- assess and improve their own communication skills.



Overview – Session II

Session	Topic	Objectives	Activities
II	Improving Communication With Youth	1. Identify helpful means of communication with youth	Lecture
		2. Recognize negative attitudes toward youth (particularly toward teenage drinking) and other impediments to communication	Film
			Role play
		3. Demonstrate helpful and blocking styles	Group discussion
		4. Assess personal styles of communication	

The session content will thus sharpen the skills youth workers use daily. Perhaps more importantly, however, the activities will assist participants in dealing with the variety of people who may be involved in the planning process.

B. Discussion—"Attitudes Towards Youth" (20 minutes)

Most people tend to categorize objects and people. They frequently notice similarities and commonalities more readily than differences. To demonstrate how this principle affects perceptions of teenagers, the facilitator asks participants individually to write down several words or phrases that describe this age group and their drinking

practices. Then, one or two participants are asked to share the words on their lists with the whole group. As characteristics are mentioned, others indicate by a show of hands how many listed the same or similar traits. This exercise will elicit some of the common stereotypes of teenagers. The facilitator then uses the examples to start a discussion focused on these points:

- The word "stereotype" is a value-laden term that often implies a negative and narrow description or understanding of a group of individuals.
- Stereotypes are keys to attitudes and these attitudes affect the way we communicate with others.
- All of us stereotype groups of individuals.
- Not all stereotyping is negative; some can be positive.

The following trigger questions are useful as a guide to the discussion:

- What are we doing when we label a group of young people with a certain word or phrase? (If no one mentions *stereotyping* as a possible answer to this question, present the idea that labeling or categorizing individuals is a form of stereotyping.)
- Are all stereotypes negative?
- What are some commonly held stereotypes about teenagers?
- How might labels affect the way we communicate with teenagers?
- Can you think of and share incidents in which you were guilty of stereotyping?

C. Introduction and Presentation of Film (30 minutes)

The Party's Over, second in a series of four alcohol education films, was produced by the National Institute on Alcohol Abuse and Alcoholism and the Office of Education, Department of Health, Education, and Welfare. (See ordering information page 3.) For use in grades five through eight, the films help youngsters to clarify their attitudes regarding alcohol and to understand those of their parents and of society so that they can make informed decisions about drinking. *The Party's Over* portrays a situation in which one student and his friends decide to crash a party. Sarah is giving a small slumber party with her parents' permission, but they are away from home. Uninvited friends come in, begin drinking, and spoil the girls' quiet evening. One boy gets drunk and becomes disruptive. Sarah tries to make the intruders leave, and in the midst of the confrontation her parents come in the door. The film concludes with the angry father demanding "What is going on here?" The participants are asked to end the story, assuming the identities and attitudes of the characters in the film and portraying their responses.

D. Role-Play Activity (15 minutes)

At the conclusion of the film, the trainer assigns parts in the role-play activity to five volunteers. Two will play Sarah's parents; the others will portray Freddy, Cookie, and Sarah. Before starting the activity, the facilitator asks the participants to set the stage by defining the physical dimensions of the room, indicating where the doors are and putting a few simple props such as tables and chairs in it. The layout should resemble that in the last scene of the movie, with couch and chairs and an overturned coffee table.

To enact the role play, volunteers pretend they are back in the living room at the time Sarah's parents walk in. Those not participating make individual lists of those particular words or actions used by both the adults and the young people that had negative or positive effects on communication.

E. Discussion—"Characteristics That Impede or Facilitate Communication" (30 minutes)

The observers are asked to start the discussion by sharing their lists. The facilitator may use the following questions to initiate the exchange of ideas:

- What words or actions used by the "adults" would you identify as helpful (i.e., facilitated communication)? Why?
- What words or actions used by the "adults" would you identify as unhelpful (i.e., blocked communication)? Why?
- What words or actions used by the "teenagers" would you identify as helpful? Why?
- What words or actions used by the "teenagers" would you consider unhelpful? Why?

Next, participants who played the young people are asked:

- What words or actions that were used by the "adults" in role play did you consider helpful? Unhelpful? Why?
- How did these words or actions make you feel?

Then, those who played adults are asked to comment on the following:

- In the instances identified as helpful, what were you thinking, feeling, trying to accomplish?
- In the instances identified as unhelpful, what were you thinking, feeling, trying to accomplish?

Finally, the facilitator engages the whole group with such questions as:

- What attitudes about young people and youthful drinking practices may be inferred from adults' words and actions?
- What are the implications of these attitudes in working with young people?

The ensuing discussion should identify real life situations in which attitudes about young people have had significant effects on communication and on problem solving. It also should focus on the implications of these attitudes for the ways that youth workers relate to young persons and to adults in the community.

As a followup activity, the trainer asks the group to brainstorm a list of characteristics of adults perceived as helpful in facilitating communication and a second list of those that tend to block or hinder communication. The facilitator records responses in grease pencil on transparency 3 as the group members make suggestions.

COMMUNICATION CHARACTERISTICS

HELPFUL CHARACTERISTICS	BLOCKING CHARACTERISTICS

The list shown below contains some typical responses. The trainer can use these suggestions to trigger other responses from the participants if they are slow in starting the activity.

Helpful Characteristics	*Blocking Characteristics*
informed	uninformed
consistent	indifferent
honest	resentful
sympathetic	instills guilt and fear
enthusiastic	overly critical
concerned	intimidates
promotes trust	jumps to conclusions

F. Coffee Break (15 minutes)

G. Small Group Role-Play Activity (30 minutes)

In the next activity participants have an opportunity to practice communication techniques in a role-play activity. Working in four groups of five persons each, the trainees explore the responses of teenagers and a youth worker in a confrontation when troublemakers try to disrupt a program for young people. Discussion and analysis of the role plays will provide valuable feedback to participants about personal communication styles and attitudes. The exercise also will provide simulated experience in dealing with what might be deemed stereotyped responses of adults and young people.

For this activity, participants receive handout B, which contains descriptions of roles for the youths and adults at the "Saturday Happening," a prevention program held in a high school. The activities for the evening, which include chess, checkers, and card games, are disturbed by Mickey and Ted, who are known to have a history of drinking, vandalizing property, and burglary. Participants take turns portraying the different roles in several enactments of the same situation.

Festerville Task Force Instruction Packet: Selecting a Problem Focus

Contents

- Instructions for Task Force (enclosure A)
- Selecting a Prevention Strategy—Individual Worksheet (enclosure B)
- Selecting a Prevention Strategy—Master Worksheet (enclosure C)
- Criteria for Selecting a Prevention Strategy (enclosure D)

The trainer separates participants into four small groups, entertains questions about the instructions, and the activity begins. During the enactment, the facilitator moves from group to group to clarify any misunderstandings of the instructions.

H. Discussion—"Assessment of Personal Communication Styles" (30 minutes)

At the end of the allotted time, the large group should be reconvened for a discussion of the communication styles and attitudes observed in the simulations.

The discussion focuses on the following points:

- How did the youth worker make the "teenager" feel?
- How did the "teenagers" make the youth worker feel?
- What unspoken attitudes about young people and teenage drinking were communicated by the youth worker?
- How did these unspoken attitudes affect the way the "teenagers" responded to him/her?

- What attitudes about adults were communicated by the "teenagers"?
- How did these unspoken attitudes affect the way the youth worker responded to the "young people"?
- Were the "teenagers" supportive of the youth worker's efforts to communicate or were they hostile? Why?
- What problems did the youth worker experience in communicating with the "teenagers"?
- How might the youth worker have communicated more effectively?

To further facilitate discussion, the list of helpful and blocking characteristics from transparency 3 can be used again to identify traits that best describe the communication styles demonstrated in the role plays. By emphasizing that all comments should reflect the characters portrayed rather than individuals themselves, the facilitator can prevent conflict from developing in this discussion.

This theme can naturally lead to a discussion of actual situations in which the participants have encountered difficulty in communicating with teenagers. The following trigger questions may be helpful in relating the role play to real experiences:

- What kind of problems have you encountered when talking with or working with youth?
- How have you handled hostility, belligerence, or resistance from teenagers?
- Based on the role-play experience, have you discovered some helpful communication characteristics?
- Based on the role-play experience, what do you anticipate might be a problem for you when communicating with youth?

This discussion can be very helpful to the participants and a very important part of the learning experience. It should not be rushed if participant interest is keen. Since the activity is near the session end, participants may elect to prolong the discussion somewhat beyond the scheduled 30 minutes.

I. Introduction of Festerville Activity (20 minutes)

To prepare participants for the next session's activities, the facilitator passes out handout C and introduces Festerville, a community that will be the subject of several group activities designed to teach planning techniques. The Festerville Information Booklet is required reading for all participants prior to session III.

Festerville Information Booklet

Festerville has been endowed with an outrageous variety of problems to introduce some informality and humor into an activity that serves as a valuable learning experience. The description of the town and discussion of its difficulties should convey a kind of free-and-easy approach, but at the same time, the Festerville activities (see sessions III and IV) should be conducted with a view toward organized application of a group process that will provide useful experience and skill in work with a task force.

The community of 33,000 people (47 percent male, 53 percent female) has a large number of young people, with those under 18 constituting 37 percent of the total population. The racial/ethnic composition of the townspeople is 44 percent black, 20 percent Hispanic, and 35 percent white. Several industries provide employment opportunities, but one large plant has just laid off about 300 persons.

Festerville has been the scene of inordinate problems among the youth. The situation has alarmed a number of citizens, and there appears to be a need for prevention programing. Some of the recent events that have heightened community concern include disruptions at teenage activities, gang fighting, alarming increases in the arrest rate for youthful offenders, and burning of a police car by a group of young people. Responses have included

imposition of a curfew and establishment of a citizens' night patrol.

Pressured by these events, the city government has allocated $125,000 to establish a program for Festerville youth. About five local agencies, including Phoenix House, an alcohol treatment center, are preparing proposals for programs to use these funds. In the next day's activities trainees will serve on a task force that is developing the Phoenix House proposal.

Participants are asked to familiarize themselves thoroughly with the information in the booklet, which represents the product of a task force needs assessment for the Festerville community. They should learn the names of community leaders and their individual views. The trainees also should be conversant with the recent disturbances among the Festerville youth. A good grasp of this information will be important in the simulation to begin in the next session. Participants also are asked to read chapters III and IV and appendix B of the handbook to prepare for the next sessions.

J. Summary of Session (10 minutes)

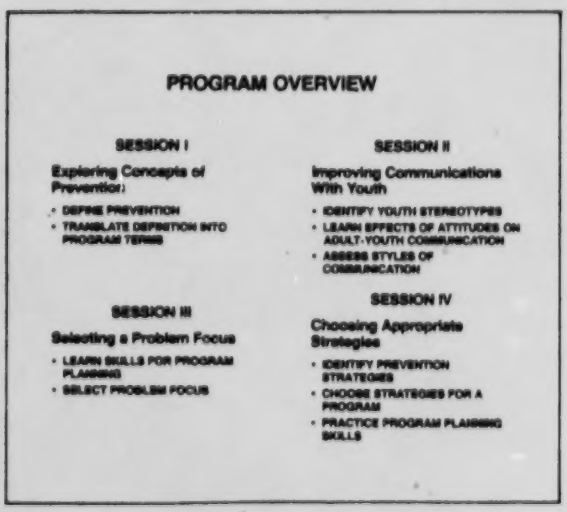
The trainer summarizes the session activities and outcomes. This short review relates outcomes to general goals of the training program.

Selecting a Problem Focus

A. Recap of the First Two Sessions and Preview of Third and Fourth (10 minutes)

The session begins with a summary (refer again to transparency 1) of the previous sessions' activities, which included:

- introduction to the definition of prevention and the key elements in translating a definition into a prevention program,
- examination of youth stereotypes and attitudes towards youth that impede and those that promote effectiveness in prevention programing, and
- investigation of effective and ineffective interpersonal communications with youth.


PROGRAM OVERVIEW
SESSION I
Exploring Concepts of Prevention
• DEFINE PREVENTION
• TRANSLATE DEFINITION INTO PROGRAM TERMS
SESSION II
Improving Communications With Youth
• IDENTIFY YOUTH STEREOTYPES
• LEARN EFFECTS OF ATTITUDES ON ADULT-YOUTH COMMUNICATION
• ASSESS STYLES OF COMMUNICATION
SESSION III
Selecting a Problem Focus
• LEARN SKILLS FOR PROGRAM PLANNING
• SELECT PROBLEM FOCUS
SESSION IV
Choosing Appropriate Strategies
• IDENTIFY PREVENTION STRATEGIES
• CHOOSE STRATEGIES FOR A PROGRAM
• PRACTICE PROGRAM PLANNING SKILLS

The exploration of prevention concepts in session I provided some background about the goals of prevention programs. Often prevention programers want to jump from a discussion of prevention concepts into selection of a prevention program strategy; in other words, planning and implementing solutions before the problems have been adequately identified or defined. In this training program, the importance is stressed of assessing the problems and needs of the community before deciding what the appropriate prevention strategy should be. As a next step, a specific problem on which to focus the prevention effort is chosen. This problem selection process, the subject of session III, links the community assessment to prevention goal setting and strategy selection, the subject of session IV. This session and the subsequent session IV activities impart some of the needed skills and provide an opportunity to practice them in a small group setting.

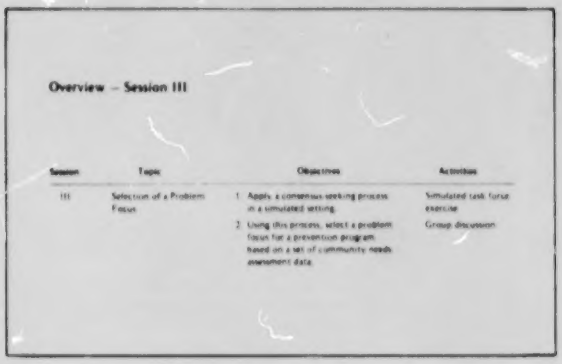
B. Introduction of Session Objectives (5 minutes)

The purpose of this session is to begin exploration of the skills needed to guide task forces in planning prevention programs. The activities provide an opportunity, in a simulated situation, to achieve two objectives:

- to employ a consensus-seeking process and
- using this process, to select a problem focus for

a prevention program based on a set of community assessment data.

Refer participants to handout A for a summary of the session objectives.



Overview – Session III

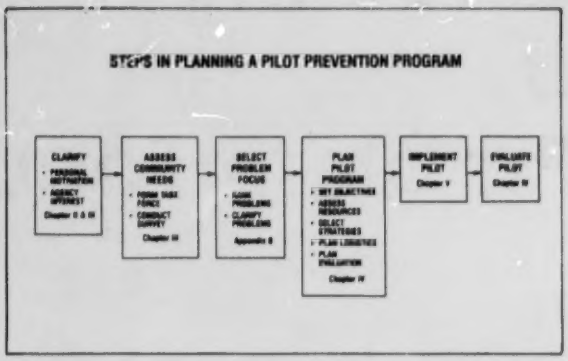
Session	Topic	Objectives	Activities
III	Selection of a Problem Focus	1. Apply a consensus-seeking process in a simulated setting. 2. Using this process, select a problem focus for a prevention program based on a set of community needs assessment data.	Simulated task force exercise Group discussion

C. Introduction of Festerville Activity (15 minutes)

This session's activities permit participants to apply a process that simplifies group planning activities. Using this process, trainees will identify a problem focus that is based on a simulated set of community and agency assessment data from Festerville. This problem focus then will be the thrust of a pilot prevention program.

The simulation activity begins at the point where the youth worker from Phoenix House, an alcohol treatment agency in Festerville, has organized a task force and, with the help of the members, has completed a needs assessment survey within the community. A meeting has been called in which task force members are to select a problem focus for a proposed pilot prevention program to be funded by Federal revenue sharing funds. Using transparency 4, Steps in Planning a Pilot Prevention Program, the facilitator indicates where the simulation activity fits in a planning process.

- The Festerville planning began with an agency (Phoenix House) assessment of its actual interest in and commitment to a prevention program for young people of the community (first box on left).
- Next, community members (including young people) with an interest in youth and prevention and representative of a wide spectrum of viewpoints were recruited to serve on a task force (second box).
- Task force members then assisted with a communitywide survey of needs, as perceived by a representative sample of townspeople, again including young people (second box).
- The results were tabulated and the most frequently cited problems, or unmet needs, were identified.
- Next, the process to be explored in this session begins (third box).



Referring again to the transparency, the facilitator points out that the earlier steps—needs assessment and task force formation—will not be covered in the session. These topics are omitted because of time limitations, but are discussed comprehensively in the handbook (chapters III and IV).

The Festerville simulation activity provides an opportunity to practice use of an important skill as well as to gain valuable knowledge. Foremost among the reasons for going through an exercise of this type is gaining experience in how to use the results of the community needs assessment. Too often, groups or agencies conduct a needs assessment survey but do not exploit the findings to their full potential in the program planning process. Often, the assessment phase is regarded as a kind of necessary evil used to justify a pet project or idea. In the Festerville activity, participants observe how a task force should proceed, considering each of the major needs identified in the survey and ranking them according to priority. This step then facilitates the selection of program goals and objectives that meet real community needs.

Another valuable learning experience to be gained through the simulation is exposure to use of a method for reaching consensus in group planning tasks. This process can be applied to a number of unique local needs.

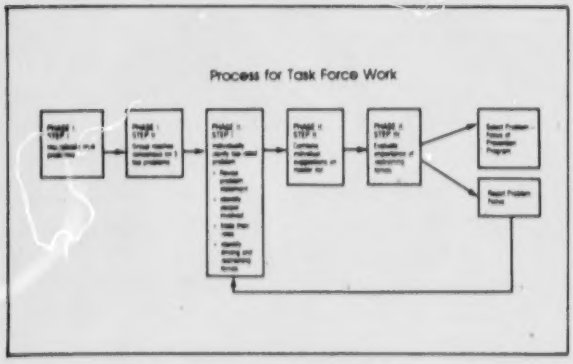
The activity also enables participants to observe how task force members can serve as resources in the planning phase. Through this experience, participants will be better able to lead a task force and maximize its effectiveness as an aid in the planning process.

D. Description of Consensus-Seeking Process (15 minutes)

As an introduction to the Festerville simulation activity, the facilitator describes the process used to select a

problem focus. Both phase I (problem ranking) and phase II (problem clarification) of the selection process employ the same technique, which is designed to facilitate group decisionmaking. This two-step process assists a group in reaching consensus on issues, problems, or questions. To use the technique, task force members first individually respond to items presented on a worksheet. These items may be questions, issues, problems, or requests for information. This step helps individuals clarify their personal thinking before they participate in a group discussion. In the second step, the whole group examines the same issues or problems. Through discussion of criteria that help evaluate different points of view, the group arrives at a consensus on the required response.

Handout B presents a schematic of how this process will be used in the Festerville simulation activity.



Note that in each of the phases, members first work individually, then as a group. In phase I, the process is employed to select the top three items on a list of problems identified in the Festerville community needs assessment survey. Each person ranks the problems according to what they perceive as the priority; then the group comes to an agreement about the ranking.

In phase II, the problem focus with the highest priority (according to the group ranking) is examined in terms of needed modifications and factors or individuals that will interfere with or facilitate implementation. The group discussion of the individual perceptions reveals whether there are too many restraining factors to implement a program that addresses the problem. If the top-ranked problem focus is judged impractical, the individual members and then the group begin clarification of the problem focus that is next in order of priority. This process continues until a feasible problem focus has been selected as the target for a pilot prevention program.

E. Instructions for Task Force Activity (15 minutes)

The facilitator separates the trainees into four groups of five members each and reviews the packet of materials for the first Festerville activity (handout C, Task Force Instruction Packet).

Festerville Task Force Instruction Packet: Selecting a Problem Focus

Contents

- Summary of Tasks (enclosure A)
- Step-by-Step Instructions for Group Work Process (enclosure B)
- Problem Ranking Individual Worksheet (enclosure C)
- Problem Ranking Group Worksheet (enclosure D)
- Criteria for Problem Ranking (enclosure E)
- Guidelines for Reaching Group Consensus (enclosure F)
- Problem Clarification Individual Worksheet (enclosure G)
- Problem Clarification Master Worksheet (enclosure H)

Each participant then receives one version of handout D with a description of one of the following roles:

- a youth worker from Phoenix House,
- a board member of Phoenix House,
- a member of the Jaycees,
- a student, or
- the president of the Baptist Church Concerned Parents' League.

It should be emphasized that **trainees participate in task force activities from the viewpoint of the assigned role as a Festerville citizen.** For this activity, each task force is to use the process just discussed to select a major problem focus from the Top Problems Worksheet. In a discussion following the activity each task force group will share the findings with the whole group.

F. Task Force Activity—"Selecting a Problem Focus" (1 hour, 45 minutes)

After answering any questions, the facilitator asks groups to begin work.[1] Before starting the role play, participants may want to refresh their memories about the town and recent events there by reviewing the community assessment data in the Festerville Information Booklet they received during session II. They also should carefully study their assigned roles to learn the individual hidden agenda and views which they will reflect in the task force meeting. Groups probably should allow at least 15 minutes for individual reading and study before beginning the Top Problem Worksheet. **During this activity, the facilitator circulates from group to group, answering questions and keeping the discussion on target.** From time to time participants may need to be reminded to play assigned roles and take care not to reflect their individual views. In other words, participants should act and talk like the person they are to play.

[1] See appendix A for suggestions about conducting role plays.

Role Description

TASK FORCE MEMBER # 1 - YOUTH WORKER

You have a master's degree in the social science that you received from a small university in Tennessee. Because of your deep religious convictions you worked several years after graduate school in a mission in South America. With the advent of the civil rights movement you felt your place was back in this country. Upon returning you joined a group working for fair housing in Chicago. After 4 years with the fair housing group as a member of the planning staff you left to work with a Hispanic group. It was through this group that you found out about the job as a youth worker in Festerville.

The job seemed ideal. Festerville is a small town and you looked forward to a change in your lifestyle. After 2 weeks you realized that the pace in Festerville is much slower than you had anticipated. After a great deal of frustration you asked for permission to speak to the board about doing something about Festerville's racial violence. The timing was perfect. The revenue sharing monies had just been made available. The board appointed you as a member of the task force. You were asked to interview community members and collect data so the task force might determine an accurate problem focus. In the process of these interviews, you became convinced more than ever that the problem in Festerville centers around racial issues.

Hidden Agenda You want to move the group into a program that deals with the racial issues of Festerville. You also believe that alcohol is a part of our culture and that "kids just need to learn how to drink." You know that with the proposal deadline you must reach a decision at this meeting.

Instructions Bring up the racial issue at least three times. As the individual responsible for assembling and directing the efforts of the Festerville community task force, you are to serve as the facilitator for the group in achieving consensus on a program focus. Since this activity requires the positive, constructive interaction of the task force members, you should stress the basic ground rules that will be used to arrive at a group consensus.

Role Description

TASK FORCE MEMBER # 2 - BOARD MEMBER OF PHOENIX HOUSE

You accepted the appointment to the task force because of your concerns about gang violence. You moved to Festerville 12 years ago from New York City because of the violence on the streets. You now have two young daughters whose safety concerns you. Your eldest daughter (15) was recently roughed up on a bus by a gang of youngsters.

You don't see alcohol as a big problem among youth. You agree with Chief Hinkel that the problem lies with adults supplying alcohol to underage drinkers. You believe in stronger laws, but don't believe that will be possible with such liberal legislators.

You've been feeling that the "colored" people of Festerville have not been meeting their civic responsibilities. You don't understand why black parents can't control their kids' activities.

Hidden Agenda You are pushing Chief Hinkel's PAL program. You are good friends with Chief Hinkel. He asked you to do what you can to get the program sponsored.

Instructions You talk constantly. You interrupt anyone that is not supporting a direction that you would like to see the group pursue.

Role Description

TASK FORCE MEMBER # 3 - JAYCEES MEMBER

You run a small men's and women's fashion store in downtown Festerville. You have been a recovering alcoholic for 8 years. Your experience made you feel that alcohol has no redeeming value. You also feel that allowing young people to drink is allowing them to commit suicide. You [illegible] before the State legislative committee when the legal drinking age was being lowered.

You are willing to do anything that will keep people from drinking.

Hidden Agenda Your business is floundering and as a year will power. Your preaching about the problems about alcohol is as much for your benefit as for others.

Instructions Try to keep the group centered on alcohol issues. You must bring up the need to stop young people from drinking altogether at least twice.

Role Description

TASK FORCE MEMBER # 4 - STUDENT

You are a high school student. Your school counselor recommended you for the task force. You don't see anything wrong with young people drinking. You feel that most adults just don't listen. You were surprised that the young people were asked to participate on the task force. When you arrived, you found you were the only student there.

Hidden Agenda You feel that you are the "token" youth on the task force. You don't know what to do about it, but you are angry. Your friends are giving you a hard time about being on the task force. You feel more youths should be consulted before a decision is made.

Instructions You speak only when asked. On every opportunity that does arise, point to the lack of youth input.

Role Description

TASK FORCE MEMBER # 5 - PRESIDENT OF THE BAPTIST CHURCH CONCERNED PARENTS' LEAGUE

You are an avid member of the Miller Memorial Baptist Church. You are president of the Concerned Parents' League. Your league patrols southeast and northwest Festerville in four vans. Chief Hinkel condemns this action as irresponsible. You feel the police aren't doing the job. The league has been successful in breaking up or stopping several fights.

Hidden Agenda The League needs monies to continue; if the current League can get some of the youth money, it will mean a permanent job for you.

Instructions Mention youth violence as the problem at least twice.

G. Discussion of Outcomes (30 minutes)

During this discussion, group members share results of the individual task group activities. The comments should focus on what the group chose as a problem focus and how it came to that conclusion. The discussion then should cover how the process was used by each group and how it could be modified to meet situations that participants have experienced or foresee in their own prevention planning work. This important aspect of the activity should not be neglected or deemphasized since it provides a link between the unreality of Festerville and the real situations trainees will encounter in their own agencies. The following questions should help focus the discussion on the important issues:

- How did you feel in the role which you were assigned?
- What were some of the difficulties you encountered in working as a task force? How were these resolved?
- What aspects of this learning experience can be applied in your own agency?
- Have you been involved in or known of prevention programs where this step in the planning process was omitted? Do you feel including this step would have made a difference in the strategies or solutions chosen? In the success of the program?

H. Summary of Session (15 minutes)

To conclude the session, the facilitator refers again to handout B to review the process utilized by the groups as they reached their decisions. The task force decisions may be summarized to illustrate how each task group applied the principles to arrive at a choice.

Selecting a Prevention Strategy

A. Review of Session III Outcomes (5 minutes)

During session III participants had an opportunity to learn new skills for group work in planning prevention efforts within their own communities. They learned a process for achieving consensus on selection of a program focus and applied the process in a simulated setting. Participants also had an opportunity to see how individual task force members can be used as resources to examine, clarify, and revise a problem focus as well as to identify the forces within a community that can facilitate or impede implementation of new programs.

B. Introduction of Session IV Objectives (5 minutes)

The session IV content and activities (refer to handout A) concern the strategies used to implement prevention program goals. Various types of strategies are discussed, and examples of those used in existing programs are presented. Trainees also take part in a simulation activity in which they select a strategy to attack a given problem focus that has been expressed as a goal statement for a prevention program.

As a result of these learning experiences, trainees should be able to:

- explain the term "prevention strategy,"
- cite examples of strategies used in current prevention programs, and
- develop a feasible program strategy for a pilot prevention program.

Overview – Session IV

Session	Topic	Objectives	Activities
IV	Selecting a Prevention Strategy	1. Define the term "strategy" and list the types used in alcohol abuse prevention programs.	Lecturette
		2. Cite examples of current prevention programs and the strategies they employ.	Simulated task force exercise (individual and group tasks)
		3. Select a program strategy appropriate for a pilot prevention program.	Group discussion

C. Lecturette—"Prevention Program Strategies" (35 minutes)

The facilitator next provides a short background on strategies used in prevention programs. General information about the topic can be found in chapters I and IV of the handbook. For the trainer's convenience, the following brief discussion reviews the most important concepts.

Simply defined, a strategy is the means of reaching a goal. A strategy used in an alcohol prevention program, thus, is the combination of methods and materials required to achieve the objective. These strategies fall into several categories according to which aspect of the alcohol problem they address. Some approach prevention of alcohol abuse from the social and environmental perspectives. Such strategies may involve modification of alcohol beverage control laws or changes in the legal

drinking age; they also may attempt to alleviate problems such as unemployment or the lack of recreational facilities that may contribute to misuse of alcohol.

Other strategies **promote personal development** of the individual as a means of preventing abuse of alcohol. These strategies are implemented in programs that help people improve interpersonal relationships, build self-esteem, clarify values, or develop communication skills. They promote prevention by improving an individual's ability to deal with his or her environment and thus reducing the use of alcohol as a crutch.

Both strategies that promote environmental or social change and those that foster personal development may be further classified according to whether they address the alcohol problem itself or promote prevention through less direct approaches. The latter classification, **nonspecific strategies**, is aimed indirectly at alcohol problems by affecting intermediate variables that may contribute to the development of alcohol-related disabilities. The first type, **alcohol-specific** prevention strategies, on the other hand, is aimed directly at affecting the frequency and/or manner in which alcohol is consumed. These strategies are not intended to ameliorate other kinds of problems or maladies. The table included here (see next page) and on page 10 of the handbook provides examples of prevention strategies classified according to type.

The developers of this training package hold that for prevention programs among youth, agency planners should always try to include an alcohol-specific component with any nonspecific approach; i.e., nonspecific strategies alone—without making basic information available about the nature and effects of alcohol—do not equip young people to make sensible decisions about abstaining or about what constitute appropriate and inappropriate drinking practices. It is quite possible to add an alcohol-specific component to a nonspecific program. For example, trained teenagers could lead peer group rap sessions in conjunction with a recreation program.

For the 12- to 18-year-olds, most prevention efforts would be classified as primary (discussed in session I and chapter I of the handbook). However, the program director must be aware that in carrying out primary prevention programs, staff often may encounter persons who are experimenting with and engaged in potentially harmful drinking practices. Therefore, program staff must be prepared to deal with issues that fall into secondary or tertiary prevention categories, and they must be prepared to counsel or refer persons who need help at these prevention levels.

After pointing out the distinctions among the various types of strategies, the facilitator relates examples which at the time of this manual's publication were being used in programs across the country. A list of demonstration projects is provided in appendix E of the handbook, where details regarding the projects may be found. Briefly, the strategies implemented in these programs include:

- educating community gatekeepers to gain their support for inschool alcohol education efforts;
- teaching peer group process and providing affective education;
- providing services for children of alcoholic parents;
- providing recreational, educational, and cultural services among minorities;
- using counseling, values clarification, and peer group techniques;
- training teachers of grades 1 through 12 in alcohol education; and
- focusing on the family unit.

The information provided in appendix E can be brought up to date with the aid of the organizations listed on pages E-7 through E-13 in the same appendix. If the facilitator makes it a point to get current information and informs the participants about all local and regional programs, it will considerably enhance the presentation. The facilitator might also compile a list containing details about projects underway in the locales from which the trainees come. Participants usually appreciate knowing about local efforts, and for those who will be starting prevention programs, this information can be an invaluable resource.

D. Introduction of Task Force Activity (15 minutes)

Using the problem focus selected in the session III Festerville simulation activity, trainees (still in assigned roles as task force members) will choose a strategy to address the problem through a prevention program.

First, the task force members clarify their own thinking on individual worksheets. Then they discuss the issues as a group and evaluate individual suggestions according to specific criteria. This process is the now familiar consensus-seeking technique employed in session III.

With the process for reaching consensus as a tool, the task force members agree on expression of the problem focus in the following terms:

- goal (what is to be accomplished),
- target audience,
- behaviors to be affected,
- indicators of success, and
- implementation strategies.
  - social or environmental change and
  - personal development.

HELPING STRATEGIES TO MINIMIZE ALCOHOL ABUSE

PERSONAL DEVELOPMENT		ENVIRONMENTAL CHANGE	
Specific	**Nonspecific**	**Specific**	**Nonspecific**
Provide accurate information about alcohol so individual has sound basis for decisions about drinking.	Provide opportunities to increase skills of coping, communication, decisionmaking, etc., so the individual is less likely to use alcohol as a problem solver.	Examine alcohol-related legislation to see how it should be changed to encourage responsible alcohol use.	Provide comfortable settings for youths to interact with adults on a nonjudgmental basis (rap group, drop-in center).
Educate hosts/hostesses about considerations in serving alcohol.	Provide alternatives to substance abuse (TM, yoga, sports, hobbies).	Arrange settings where alcohol is consumed to encourage responsible use (lighting, seating arrangement, music, food).	Increase opportunities for recreation.
Advertise responsible use of alcohol.	Increase opportunities for social contacts for isolated individuals.	Change cultural meaning of drinking: encourage drinking in conjunction with other activities, discourage it as focus of activity.	Make education system more responsive to student's human needs.
Develop sanctions against drunken behavior.		Do not change drinking pattern, but decrease consequences of abuse (provide rides home for intoxicated individuals).	Improve the quality of life in the community.
		Encourage cooperation between alcoholism treatment personnel and alcohol beverage control boards.	
		Manipulate control policies to decrease per capita consumption.	
		Modify percentage of alcohol in beverages.	

Source: Susan K. Maloney, M.H.S., Division of Prevention, National Institute on Alcohol Abuse and Alcoholism.

The group then selects a single strategy for implementation in a pilot program.

The facilitator may wish to point out that this activity provides some experience in writing program goals and objectives. For example, by specifying target audience, behavior to be affected, indicators of success, and implementation strategies, the groups essentially will be writing measurable objectives for the program. The training session does not go into detail concerning formulation of goals and objectives because many people already have been introduced to the principles involved. The session time, therefore, is focused on the selection of strategies. Participants who need additional information on writing objectives can get simple, authoritative instructions in an inexpensive paperback by Robert F. Mager.[1] This book provides much more detailed information than can be presented within the time frame of the session. Although this work deals specifically with instructional objectives, its principles are readily applicable to developing program objectives.

E. Coffee Break (15 minutes)

F. Task Force Activity—"Selecting a Prevention Strategy" (1 hour, 15 minutes)

The facilitator next asks participants to break up into the same task force groups used during session III. The participants should play the roles assigned in that session since they already will be familiar with them. However, if there is conflict within a group or if a task force is having special problems working together, the groups may be restructured or some of the participants may change roles.

At this point, the trainer should go over the contents of handout B with the participants. Each package contains:

- Instructions for Task Force
- Selecting a Prevention Strategy—Individual Worksheet
- Selecting a Prevention Strategy—Master Worksheet
- Criteria for Selecting a Prevention Strategy

Festerville Task Force Instruction Packet: Selecting a Problem Focus

Contents:

- Instructions for Task Force (enclosure A)
- Selecting a Prevention Strategy—Individual Worksheet (enclosure B)
- Selecting a Prevention Strategy—Master Worksheet (enclosure C)
- Criteria for Selecting a Prevention Strategy (enclosure D)

During the activity, the facilitator circulates among groups to answer questions and keep the discussion on target and schedule.

G. Group Discussion—"Simulation Outcomes" (30 minutes)

The group members briefly present the outcomes of the group work and discuss how the group applied the consensus-seeking process. The facilitator then directs a discussion exploring the problems participants foresee in implementation of strategies in their own communities. The following questions may be used to trigger the exchange of ideas:

- Which of the strategies suggested in the simulation activity would be valuable in your community?
- Would the suggested strategies be appropriate and feasible in your agency or community in terms of:
  - human resources,
  - funding, and
  - agency goals?
- What other strategies would you like to see implemented in your area?
- How would you involve consumers (the young people) in program planning and implementation?
- What problems can you foresee in implementation of the suggested strategies?
- What methods would work in your own community or agency to overcome some of the problems?
- What resources could be utilized to facilitate implementation of prevention program strategies in your area?
- Would there be vested interests within your community or agency that would impede implementation of the suggested strategies?
- What skills or experience derived from the simulation might be useful in your own prevention programing activities?
- Is the consensus-seeking process applicable to your particular needs?
- How could it be modified to better serve your special requirements?

[1] Mager, Robert F. *Preparing Instructional Objectives.* 2d ed. Belmont, Calif.: Fearon Publishers Inc., 1975.

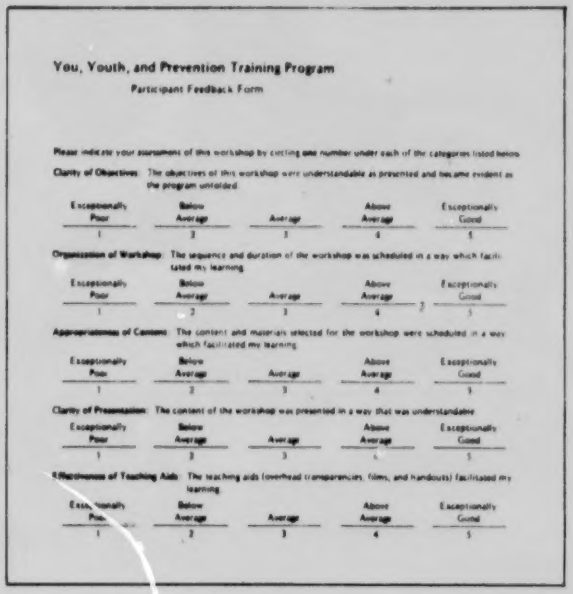
H. Summary of Training Outcomes (15 minutes)

As a closing activity, the facilitator initiates a discussion of the training outcomes and how they relate to the development of prevention programs on a local level. Transparency I can be shown again in this summation. The participants can be asked:

- Which of these topics has particular relevance to your local situations?
- In what other contexts can you apply some of the skills and knowledge gained from the sessions?
- Do you expect to implement prevention programs in your own agency or community? How will you go about it?

I. Evaluation and Closing (30 minutes)

Before closing the session, participants can be asked to spend about 15 minutes filling out a training program evaluation instrument (see handout C). The facilitator may wish to have some kind of closing ceremony or award of certificates. This option, which is left to the discretion of the trainer, may include a brief thanks for cooperation and a social hour designed to promote further communication among participants regarding their prevention programing efforts.



You, Youth, and Prevention Training Program

Participant Feedback Form

Please indicate your assessment of this workshop by circling one number under each of the categories listed below.

Clarity of Objectives: The objectives of this workshop were understandable as presented and became evident as the program unfolded.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Organization of Workshop: The sequence and duration of the workshop was scheduled in a way which facilitated my learning.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Appropriateness of Content: The content and materials selected for the workshop were scheduled in a way which facilitated my learning.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Clarity of Presentation: The content of the workshop was presented in a way that was understandable.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Effectiveness of Teaching Aids: The teaching aids (overhead transparencies, films, and handouts) facilitated my learning.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Enrichment Activities

The scheduling of many training events lends itself well to informal activities and social events that expand on the subject matter of the training sessions or fulfill special training needs and interests of some participants. In addition, many trainers like to have alternative activities in mind should they decide not to adhere strictly to the training design. For these reasons, this section presents some program enrichment suggestions for use in the evenings, during the sessions themselves, or at other times when participants are not involved in the structured training activities.

Participation by teenagers has proved most effective as an addition to the training program. Particularly in session II, where attitudes are discussed and styles of communication are analyzed, contributions from young people can add valuable insights and authoritative information. A group of teenagers may be asked to participate in the activities of this session on an informal basis and then later to present a panel discussion guided by an adult moderator. In these presentations, the teenagers can discuss such questions as:

- How do you think you are viewed by adults in your community?
- Do you have problems in communicating with teachers, parents, neighbors, or other adults?
- Do some adults make it easy for you to communicate with them?
- How do they make you feel at ease?
- What are the current drinking patterns among your peers?
- What are the reasons for alcohol abuse among the youth?
- How prevalent is abuse of alcohol within your age group?
- What approach should adults use in dealing with these problems?
- How much should parents know about their teenager's drinking?
- What kinds of prevention activities would, in your opinion, be effective curbs to alcohol abuse among your age group?

A discussion of this kind can provide compelling evidence of the communication problems between adults and youth. It also can dramatically highlight the needs of young people, the extent of alcohol abuse among this age group, the variety of anxieties that often underlie their use of alcohol, and the urgent need for prevention programs. Moreover, this activity can reinforce the handbook's emphasis on involvement of young people in all phases of the prevention program planning process.

Another valuable enrichment activity is viewing two film series, *Dial A-L-C-O-H-O-L* and *Jackson Junior High*, designed to promote prevention through alcohol education. These films are available for rent through the National Audiovisual Center. They should be ordered three to four weeks before the event from the National

Audiovisual Center, General Services Administration, Order Section, Washington, D.C. 20409. The user pays return postage and any special shipping charges. Films can be ordered by phone if fees are charged to Master Charge or BankAmericard. The number to call is (301) 763-1891.

A publicity brochure about the *Dial A-L-C-O-H-O-L* series describes these 30-minute films as follows.

Film Title and Story

"Hotline"—A group of high school students operates a telephone consultation center devoted to alcohol-related problems. The students are having problems keeping the hotline going. Since their advisor, Paulie Green, is frequently absent, the students enlist the aid of a young medical researcher.

"In the Beginning"—Pete and Liza are planning their wedding. A problem arises to mar their plans because Liza's family refuses to serve alcohol at the wedding reception. The problem is resolved through the assistance of the hotline kids.

"Al's Garage"—Al's auto repair shop is a mecca for the high school "cruising" crowd. R.J., who frequents the garage, has been grounded because his father knows he has been drinking while driving. Bill and Curtis, two regulars at the auto shop, are arrested for drunken driving.

"The Legend of Paulie Green"—Two characters are featured. Paulie Green, from the first film, *Hotline*, who turns out to be a problem drinker; and Karen, a young lady who has an alcoholic mother. Paulie has now managed to control his drinking. Karen calls hotline and is referred to Alateen.

Content and Issues

Woven throughout *Hotline* are a variety of telephone conversations which provide factual information about alcohol's behavioral and physical effects. A good entree is provided into the issue of why and how to help people who have drinking or other problems.

The reasons people drink and abstain are presented, with a strong focus on the role of parents—for good and bad—in shaping their children's current and future drinking and abstention practices.

Peer pressure and whether friends should get involved with their peers' drinking problems are explored. Factual information on the effects of drinking on driving and the possible legal ramifications of a drunken driving accident are also presented.

What may cause problem drinking? How can problem drinkers be helped? How can a spouse or child cope with a problem drinker in the family? These questions are posed and possible solutions are suggested, but the need for additional research by your students remains.

The information below is from a brochure publicizing the Jackson Junior High series.

Film Title and Story

"Route 1"—Patches has a hangover, no small problem for a 200-lb St. Bernard. An eighth grade science class begins with his problem as they discuss alcohol's effects. A cartoon sequence follows alcohol through the bloodstream.

"The Party's Over"—Fred crashes Sarah's quiet teenage party bringing some wine to "liven things up." The result is disruption and antisocial behavior that goes beyond Sarah's ability to cope.

"Barbara Murray"—A nondrinking substitute teacher finds herself conducting a class discussion of whether alcohol is good or bad. A cartoon sequence shows the origins and history of beverage alcohol in a variety of cultures.

"Like Father, Like Son?"—Young Jim's problem is excessive drinking by his father, who recently lost his job. The boy is studying alcohol at Jackson Junior High and wants to help his dad, but "Big Jim" goes into a rage when the topic is mentioned.

Content and Issues

Biochemical effects of various levels of alcohol intake are presented, as are important value-oriented issues including responsibility and the widespread use of alcohol by people of all ages for purposes of ceremony and celebration.

While responsibility and maturity are key issues (At what age should people be allowed to drink?), external influences on behavior and attitudes are illustrated. These include parental example and peer pressure.

Much factual information on differing religious and ethnic customs about drinking is provided. This and examples of peer pressure among adults emphasize that drinking or nondrinking should be a matter of conscious personal choice.

What is "too much" drinking? What is alcoholism, and how can the drinker's friends or family help? What resources exist in the community for the problem drinker and for those whose lives he affects? These questions are posed, but your students must research the answers.

Other activities that can contribute significantly to the training program include use of consultants or resource people (who may also be involved in presenting the formal sessions) to conduct evening seminars on topics of special interest. Participants with special expertise often are willing to give similar presentations. As another possibility, people in the area who are involved in prevention efforts can be used in a variety of ways, including participation in a panel discussion, seminar, or working group, or as a keynote speaker at a dinner. These individuals can provide invaluable information and serve as a most useful resource. Moreover, they can be helpful as contacts for participants who are or will be working in prevention programs.

As a final suggestion, one program coordinator kicked off a weekend presentation of this workshop with a Friday night "Sockhop," where trainees were asked to dress and act like teenagers. This free-and-easy event broke the ice and helped the participants start thinking about issues from a youthful perspective.

Conducting and Managing a Training Event: Refresher Material

Conducting a Training Event

The ultimate success of any training program, regardless of how carefully designed, is related to the trainer's skill in delivery. For that reason, this appendix presents a brief review of some training know-how needed to maximize the effectiveness of these materials. Topics include:

- The Adult Trainee,
- The Trainer's Role,
- Serving on a Training Team,
- Groups and How They Behave,
- Training Methods, and
- Use of Audiovisual Media.

This information represents the wisdom of experienced trainers who have presented these training materials and participated in countless other training programs. It can provide a useful, quick review for those already experienced in group leadership, and it can serve as a helpful beginning for those whose skills might be rusty.

The Adult Trainee

Adults who attend training programs are usually seeking very specific, job-related skills or knowledge. In general, trainees are:

- independent;
- experienced;
- problem centered; and
- "now" oriented.

Thus, trainees have to feel that the learning is relevant to their needs before they are willing to accept it. For this reason, effective training has to be:

- self-directed (the learner is involved in conducting the learning experience),
- experience based (learning activities are planned around the participant's experiences),
- problem-centered (learning centers on learner needs and problems, not on covering subjects), and
- immediate in application (learning can be put directly into action).

This training package is designed to provide participatory learning experiences through which trainees relate new information to their experiences and needs.

As the leader of adult learners, the trainer is responsible for creating the kind of open learning environment that enables trainees to share their experiences and individual expertise with other participants.

The Trainer's Role

Trainers use a number of different, and sometime highly individual, approaches to conducting training sessions and meeting the needs of the adult learner. As a general

rule, however, skilled trainers start by putting participants at ease. Drawing people out during the first session with questions about themselves and their expectations for the course allows trainees to get to know each other and gives guidelines about their needs. This approach also initiates involvement by participants. The physical environment also helps set the atmosphere for involvement. Arranging the seating in a circle or around a large table is conducive to informal exchange among attendees rather than exchanges only between participants and the discussion leader.

As a second task, experienced trainers usually **set the group rules** by beginning each session with a clear statement of the topic, the activities to be included, and the learning objectives. After information is presented, the facilitator **initiates discussion.** If people are reluctant to speak first, the group leader often volunteers a comment, contributes information, or breaks the topic down into more specific questions.

The trainer sometimes must **provide information** to give the group some basis for learning and discussion. There are also times to **seek information.** This may require calling on participants with special knowledge or experience or bringing in an expert on the subject. Sometimes a participant can be asked to look up information and report back to the group.

Other trainer responsibilities include **keeping the discussion on the subject and making sure the learning activities stay on schedule.** A brief summary after each learning activity and at the end of a session serves as a logical conclusion to the activity and also gives trainees a road map to follow as they sort out where they are going and where they have been. In carrying out these tasks, it is important for a trainer to:

- avoid seeming to pass judgment,
- make positive comments and give positive feedback,
- respect people's feelings,
- be aware of and candid about personal biases,
- avoid pretending to be an authority on subjects he or she does not know thoroughly, and
- be frank about his or her personal style of group leadership.

Serving on A Training Team

Often more than one person will be involved in the presentation of a training event. The use of a team is particularly advisable if the training program extends to more than 1 day, or if the content is complex and technically demanding. The same principles apply regardless of how many people serve in the role of trainer, but a few special precautions need to be observed for team efforts.

First, there needs to be a clear-cut delineation of who delivers what materials and exactly how much content the individual presentations will encompass. Redundancy and a lack of coordination in the subject matter is likely without this assignment of responsibilities. If possible, team members who are not performing should still be observing. The trainer who has not attended sessions other than his or her own presentations may encroach upon areas that have already been covered by others or miss points brought up earlier that could integrate the learning experience or add emphasis. Periodic debriefings for team members assist in coordination if it is not practical for the whole team to be present for each session.

Groups and How They Behave

One of the tricks to being an effective trainer lies in understanding how groups work. The successful facilitator knows what forces make people and groups act as they do and uses these dynamics to help guide the learning experience.

Two major factors shape the behavior of most groups. First, participants have to decide, "Do I really want to learn **this** from **you**?" As they make this decision, participants tend to test the trainer to decide whether they can accept his or her leadership. Sometimes acceptance is achieved shortly after the start of a session; at other times it may take longer. Another aspect of acceptance requires that the trainees decide to learn what is being presented. The participants have to analyze and, in a very real sense, agree to learn what the trainer offers. To guard against acceptance problems, the trainer should:

- be thoroughly prepared for the presentation,
- make sure the logistics run smoothly,
- be frank about what he or she knows or does not know,
- clarify participant expectations at the very beginning of the training program,
- compare these expectations with the training objectives,
- highlight what will and will not be covered, and
- discuss how unmet expectations can be handled.

If there is a problem, some telltale signs include:

- yawning,
- fidgeting,
- private conversations among participants,
- challenging or off-the-subject remarks, and
- questioning of the content validity.

When such problems arise, the trainer must deal with the issues openly to avoid bigger problems. He or she can:

- reveal what is happening in terms of group processes,
- ask the group what can be done to satisfy their needs, and
- meet separately at a coffee break with discontented people and deal personally with their concerns.

The second dynamic which shapes group behavior is the need for each individual to locate himself within the structure of the group. This force is most obvious at the beginning of a training event when participants typically explore how to:

- fit into the group,
- establish themselves as important members of the group,
- guard their vulnerabilities, and
- get attention and recognition.

The need for group recognition and membership often leads to behavior patterns that may interfere with learning. Trainers, therefore, need to be on the alert for the following types:

- recognition seeker (constantly calls attention to himself or herself);
- conversationalist (brings up off-the-subject, and often personal, anecdotes);
- silent partner (sits quietly, daydreams, and does not participate);
- sophisticate (assumes bored, know-it-all attitude);
- moralizer (advocates judgmental points of view based on personal convictions);
- conservative (convinced that status quo does not need changing);
- aggressor (attacks other attendees rather than their ideas);
- theorizer (talks in abstract terms that often are unrelated to the discussion);
- fatalist (believes that nothing can be done about a problem;
- rationalist (believes only in logic and rejects emotional factors); and
- thinker (appears to pay attention but does not participate).

Recognizing that these types of behavior represent individual ways of coping with the strains of fitting into a group can help a trainer deal with them. Respectful, tactful treatment may integrate the problem individual with the group and neutralize the disruption. Keep in mind what underlies the behavior and try to respond to that need. Thus, try slowly to draw out the silent person without making him or her more self-conscious; give some recognition to the types who try to dominate a discussion, but be sure that others have equal opportunities to participate. To cut short an off-the-subject remark tactfully, ask those with an interest in the topic to get together at the next coffee break. Sometimes the group can help. For example, ask "what shall we do about keeping on schedule when so many people want to discuss this issue?" The group members usually deal very effectively with the situation.

There is no simple technique for handling attention-seeking behavior in groups. A good trainer approaches each individual as a new problem, keeping in mind these few general rules:

- Deal with the disruption; if not handled immediately, it will just appear again, often as a bigger problem.
- Remember that you are the group leader and that challenges to that role should be met head on.
- Keep in mind that your responsibility is to the whole group; no single individual should be allowed to disrupt the planned learning experiences.

Instructional Methods

To achieve its objectives, this training program uses an assortment of methods compatible with the basic principles of adult learning. While section II discusses when to use which method, the following pointers tell how to use these techniques.

Discussion. Group discussion, one of the most frequently used techniques in training sessions, generally is initiated by the trainer's question or by information given in presentations, overhead transparencies, or reading material. The participants then contribute examples, observations, comments, and anecdotes from their own experiences in order to expand and illustrate some of the points made in the session. Some of the contributions provide striking, firsthand accounts from those who have dealt with different situations. Other comments and suggestions will not be effective contributions, but the diversity will bring the subject to life and make the sessions personal and meaningful.

Discussion is not just a rambling, formless conversation that jumps from topic to topic but is focused and directed to a specific issue or subject. The job of the facilitator is to ensure that the discussion remains relevant and that rambling is minimized.

Personal experiences can be valuable contributions to discussions, but some participants may be tempted to use the discussion as a confessional. Very difficult,

emotionally charged situations that have little learning value can develop. Aim at achieving balanced participation from the group. Some people may want to say their piece, but others in the group usually are not interested in such speeches unless they directly relate to the subject.

As a discussion leader, it pays to be aware of **body language,** both your own and that of the participants. For example, the trainer can use gestures to keep the flow of conversation going. Pointing to an individual who has something to say is perfectly polite in this context; so is a hand signal encouraging someone to elaborate. The direction of the trainer's attention itself is a powerful signal. As long as the leader is looking at someone, he or she will be encouraged to continue; looking away or at someone else may cut the flow of speech.

A trainer's ability to ask good questions is the most useful tool for bringing discussions to life and keeping them focused on relevant topics. A probing question arrests the attention of the adult learner and permits the trainee to be self-directed in finding an answer, to draw on his own experience, and to focus on an issue rather than an answer. Incisive questions also cast the trainer in the role of a peer seeking answers, thus establishing a productive trainer-trainee relationship.

A few simple tips can help a trainer ask the kinds of questions that lead to fruitful and purposeful discussion:

- Ask questions that start with "how" or "why" rather than "what is." These questions will encourage the development of the learner's analytical skills. Phrased this way, questions make learners apply what they know and discover what they still need to find out.

- Ask questions that spark controversy and force people to disagree. Such questions serve to broaden minds and dispel the illusion that everything is black or white.

- Ask open ended questions that have more than one right answer and are likely to elicit more than one response. For example, start with "In what ways. . .?" or "For what reasons. . .?" These kinds of questions foster a mind set that is open to the nuances required to understand the complexity of most topics.

- Don't put people on the spot with such questions as "What is the chemical formula for. . .?" or "Does anyone understand. . .?" An inability to answer the first question or an honest "no" answer to the second would make someone feel stupid.

Role Plays and Simulations. These activities require participants to assume the part of another individual in a problem-solving or conflict situation. Role plays and simulations provide opportunities for the participants to examine attitudes and behavior as they portray persons with different points of view and positions in life. From these experiences, trainees may develop empathy with others in situations that differ from their own. Moreover, by helping resolve a conflict or solve a problem in which they are not really personally involved, participants can gain new insights to their own behavior.

Before starting the role play, a director should be appointed. The trainer may serve in this capacity or may call upon an experienced person from the group. It is the director's responsibility to oversee the activity. He or she sets the stage, selects the participants or asks for volunteers, and makes sure that people portray their assigned roles rather than themselves during the activity. Another responsibility of the director is assuring that no participant is attacked personally. While conflict may develop between characters, the distinction between the role being played and the individual's own identity should be maintained.

To begin the activity, the director asks the players to set the scene. The physical dimensions of the room or setting should be defined, with the locations of such features as doors and windows at least agreed upon, if not indicated, by chalk marks or other means. A few simple props such as tables, chairs, a desk, or a rug help simulate reality.

To warm up the players, the director may walk around the set with each player individually and discuss aloud what his or her role will be, what kind of person will be portrayed, and how the character will react in the situation. This technique breaks the ice and gets people accustomed to their roles.

The director also may wish to point out that:

- The players should try to get inside their roles and respond as the real characters would. If the roles are played "just for laughs," the activity will not be a valuable learning experience.
- If anyone is especially uncomfortable with a role, he or she should be free to change.
- Because of the freedom allowed in the role-play activities, there is a possibility that conflicts may occur and people's emotions may become involved unless players take care to separate their own identities from the role being played.

During the enactment, the director is responsible for keeping the action within the scope of the planned activity and for reminding the participants to play their roles rather than representing their own points of view. The intrustions of the director into the action should be

limited and should not slow the momentum of the activity. If personal conflict between players develops, the director must stop it immediately with a tactful reminder about the objective of the activity.

It often contributes to the learning experience if the director stops the action at the critical junctures during the enactment. He or she can call for an instant replay or ask participants to freeze and tell what they are feeling. The discussion should focus on what is taking place within the group at that point. Each role-play exercise should be followed by a discussion period involving players and observers. The points raised should relate the event to the learning objectives, and the discussion should not get into issues such as the acting ability of the players. The characters may begin the discussion by explaining their reactions, how they felt as the character, and why they acted as they did. Observers can address the same issues from their perspective. Other points to be considered are in what alternate ways the characters might have responded, and what learning experiences resulted from the activity.

Written Exercises. Activities calling for written responses of various kinds are used in some of the sessions to stimulate the participants to formulate conclusions individually. Materials handed out to supplement or follow-up group discussion include multiple choice, matching, and completion exercises, which are often used because some individuals seem to learn better by writing than by listening, talking, or reading. The written exercises should not be assignments to be completed for their own sake. Rather, regard them as **springboards** for relevant discussions. Do not let the participants become bogged down in the details of the exercise to the extent that they waste time or lose interest.

Small Group Work. The plans for some sessions suggest that the participants break up into small groups to work on specific problems and report back to the large group. The participants can make their own groups or the trainer can make assignments. It is useful, however, to have a variety of backgrounds represented in the composition of each unit.

Some trainers feel that allowing groups to remain stable throughout the workshop or training program allows each to develop as a working unit; others feel that it is better to encourage more diverse interactions by forming new ones for each session. If strong divisiveness seems to be developing in a group or if a particular group is becoming a separate unit that might be difficult to lead, the trainer will probably want to reconstruct the groups for the following session.

Each group needs a recorder if a report is to be made. The trainer may either assign recorders when groups are formed or allow each group to choose its own. It is a good idea in either case to have different individuals act as recorders in different sessions.

During small group activities the facilitator circulates among groups to answer any questions, make sure that all the participants understand the activity, and ensure that the groups are on course in their discussions.

End the sessions early enough to allow sufficient time for followup discussions involving the whole group.

- Begin the followup with the reports of the conclusions reached by each team.
- Follow each report by brief discussion and question period, but reserve the major portion of discussion time so that all the conclusions can be treated together in context.

Brainstorming. Calling on all members of a group to contribute ideas and suggestions quickly and randomly is termed brainstorming, a technique which quickly elicits input from a number of people and provides many different perspectives. In a brainstorming session, the trainer calls on the group members to present any ideas they may have in rapid succession and without contemplating them carefully. The suggestions are listed so that everyone can see them—usually on a chalkboard, flip chart, or overhead projector. Items are listed as they come from the group. No attempt is made to cull the ideas for relevancy, redundancy, or appropriateness. Each contribution is written down initially, and the group goes back later to consider which apply and which should be discarded. This activity can be very creative since the ideas of one person often help stimulate the thinking of others.

Using Audiovisual Equipment

The expert use of transparencies, filmstrips, and other audiovisual media contributes immeasurably to any training event. Attention is focused on key issues, major principles are highlighted, and difficult concepts are expertly presented. Careful integration of audiovisual materials with the content will quicken the pace of the presentation and enliven the training event. On the other hand, audiovisual materials can seriously disrupt a presentation if the trainer is inept in the use of the equipment. Fumbling with transparencies that are out of sequence, searching for an extension cord, fiddling with the projector, or having a filmstrip out of synchronization with the sound track are problems that inevitably will plague the ill-prepared trainer. As a result, the pace of the session lags and the group's interest wanes.

The equipment is basically simple to operate. With careful setup and a brief practice period before the start of a session, it will function smoothly and fit into the presentation without a break in the continuity. The

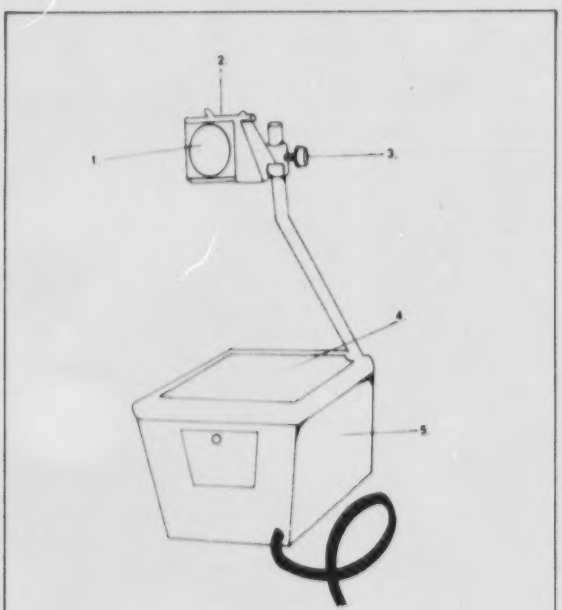
following sections explain the operation of the audio-visual equipment needed for presentation of these training materials and give tips on effective use.

The Overhead Projector

The overhead projector (see figure 1) enlarges images printed on transparent acetate sheets and projects them on a screen. It is used with the trainer facing the group so that eye contact with the participants can be maintained. Since the room does not have to be darkened to use an overhead projector, the logistics are simplified. To operate, set up the projector and screen as illustrated in figure 2.

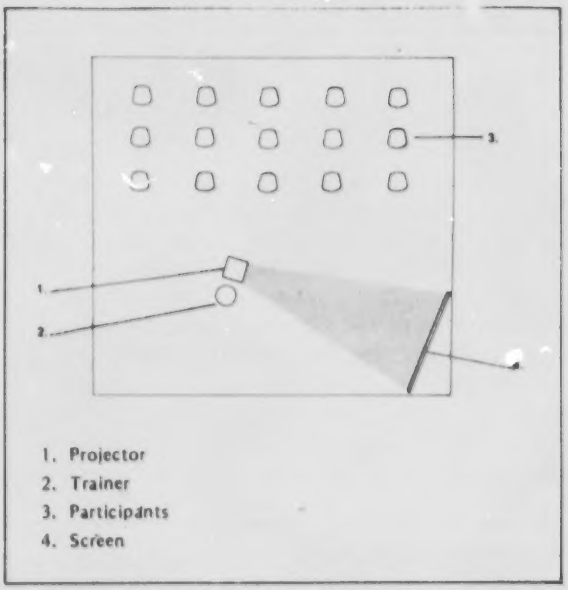
Place a transparency on the stage so that you can read it as you face the group. Turn on the light and focus by turning the knob. Tilting the head of the machine with the tilt knob raises or lowers the beam of light. The distance from the screen determines the size of the image area. Adjust it until the light fills the screen evenly and no dark edges are showing. If the image is distorted by the keystone effect (see figure 3), correct by changing the position of the projector.

The overhead projector is only turned on when attention should be directed to the screen. Switching the projector off between visuals offers an opportunity to pinpoint attention on the screen each time a new visual is shown.



1. Lens
2. Mirror for picture tilt adjustment
3. Focus knob
4. Stage
5. Lamp casing

FIGURE 1. Overhead Projector



1. Projector
2. Trainer
3. Participants
4. Screen

FIGURE 2. Proper Placement of Overhead Projector

When left on, it is a distraction that interferes with the presentation and group interaction. The overhead projector can be used as a chalkboard by placing a clear sheet of acetate on the glass and writing on it with a water-soluble, felt-tip pen or grease pencil. The acetate can be reused; just wipe off the pen or pencil marks.

When operating the overhead projector remember these precautions:

- Turn the lamp to "off" when changing transparencies.
- Always allow fan to run after turning off lamp to prevent heat buildup in the projector housing.
- Never move the projector when the lamp is hot. Hot filaments break easily.
- Always turn the lamp off and unplug projector when changing lamps. Both lamp and surrounding metal will be hot.

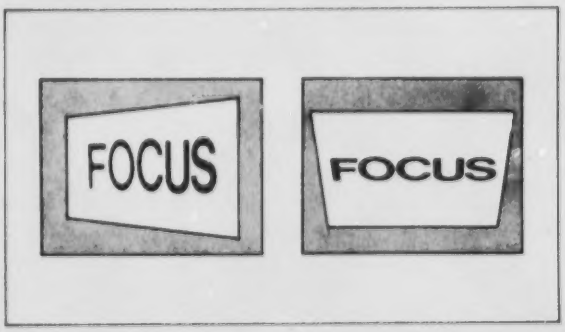


FIGURE 3. Keystone Effect

- Never handle a new lamp directly; use a piece of paper or handkerchief.
- Keep the projection stage clean.
- Clean lens as necessary.

Transparencies for use on the overhead projector can be made by a number of different methods, which range from simply writing information on a clear acetate sheet to using expensive multicolor heat or chemical transfer processes. The common types of photocopying equipment available in most offices easily convert printed materials, line drawings, or premade transparency masters such as those included in this package into transparency form. Acetate sheets are inserted in these machines according to manufacturer's directions and the master is reproduced in black and white on these sheets. The transparencies can be used unmounted or framed in a cardboard holder (ordered from the local art or office supply stores) for ease of handling and storage. If an arrangement can be made with the audiovisual center in a local school, the diazo or heat process can be used to add color to the visuals. The center staff will advise about which process is most effective and assist in use of the equipment. Having transparencies commercially reproduced often is prohibitively expensive, and therefore is not recommended.

Flip Charts

If an overhead projector is not available, transparency masters can be copied by hand on jumbo-sized tablets and mounted on a tripod or other support (see figure 4). Flip chart paper and tripods may be purchased at art stores, office supply stores, or university bookstores. The local school may also be able to provide the equipment or tell where to obtain it.

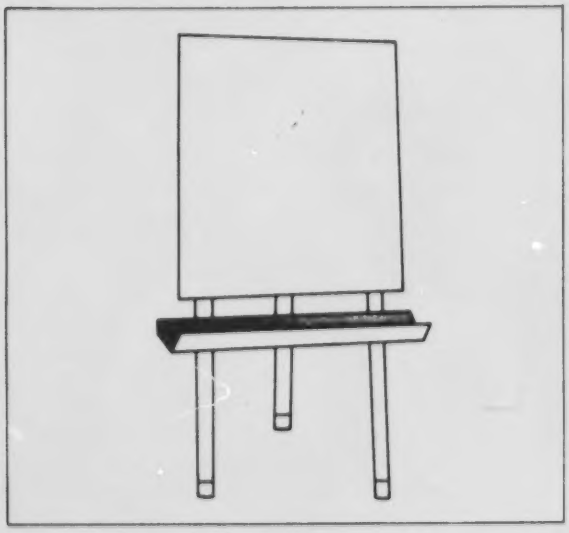


FIGURE 4. Flip Chart and Tripod

The 16-mm Projector

The 16-mm or movie projector (see figure 5) intimidates inexperienced trainers by what appears to be a complex operating procedure and a temperamental nature. In fact, these machines are not so complex as they appear, and properly set up, they will function smoothly. The many different manufacturers of this equipment produce a variety of models, with differing operating instructions, but a few general operating procedures apply to most.

- Open the case, and place the projector on a firm base.
- Attach the speaker cords to the projector and place the speakers in the room so that the sound is directed toward the viewers.
- Turn on the amplifier switch.
- Rotate reel arms and lock in operating position, then attach reel drive belts (spring-wire cables).
- Start motor and turn on the lamp.
- Fill desired image area with light by moving the projector toward or away from the screen. Elevate the front of the machine to adjust the height.
- Focus the light beam by turning the lens barrel until the beam edges are sharp.

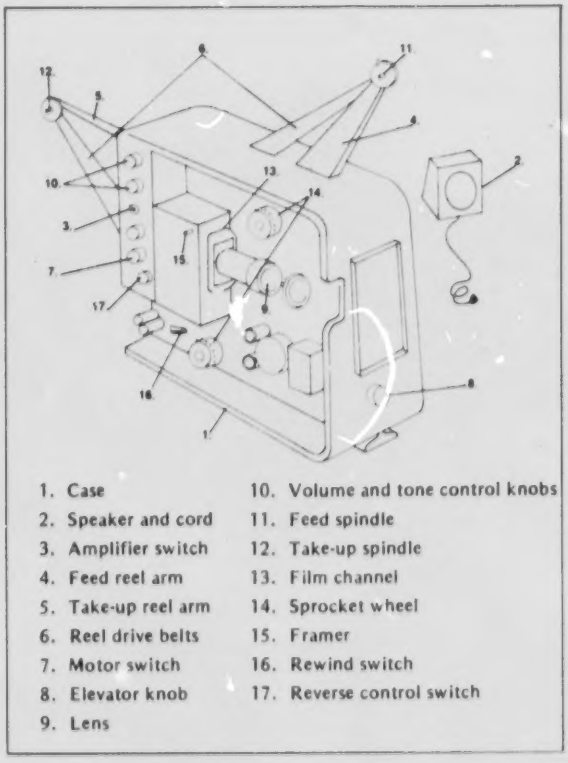


FIGURE 5. Typical 16-mm Projector

- Check the sound system by turning up the volume control. Insert the film leader or a slip of paper between the exciter lamp and the sound drum and move it back and forth. If the speaker pops when the light beam is broken, the system is operating properly.
- Lock the reel of film on the feed spindle.
- Check the film to see if it is properly wound. If correctly done, the film winds off the front of the reel with the image head down and the sound track next to the projector case.
- Attach an empty reel on the takeup arm spindle.
- Insert film according to manufacturer's instructions, taking special care of the following items.
  - The film must lie smoothly in the film channel and the sprocket teeth must fit through holes in the film.
  - Make loops above and below the film channel according to the diagram that appears on most projectors. The lower loop must be accurately formed to insure proper synchronization of sound and picture.
- Start projector, focus, and remain with it during presentation.
- Rewind.

Managing a Training Event

Careful planning and attention to logistic details are vital ingredients of a successful training program. The tasks required to plan a training event can be grouped into three phases. The first steps take place when an agency decides to sponsor the program. The second phase includes preliminary details, ranging from making arrangements for facilities and inviting participants to preparation of the training site. The third involves details carried out during the training event itself. The following sections, which may be viewed as a management checklist, discuss these phases chronologically. Careful attention to the tasks delineated in each will help insure a meaningful and productive training event.

ON YOUR MARK—INITIAL PHASE

Decide to Sponsor the Event

No agency should sponsor a training program without determining whether enough people are interested in attending. To gage the probable response, either make informal telephone inquiries of likely participants or send letters to key organizations and people. If the reaction is good and it appears that a sufficient number of people are interested, planning can proceed.

Assign the Trainer

At this point the sponsoring agency should designate a qualified trainer or trainers. If possible, another individual should be designated program coordinator and made responsible for the many management and logistic details, enabling the trainer to concentrate on the training content. In practice, however, the trainer frequently must also serve as the coordinator.

In choosing a trainer, look for someone with training skills and knowledge of the content area. This combination of knowledge and ability to conduct a training event is rare. If no single qualified individual is available, there are two other options.

- Use a training team composed of several people with different kinds of skills and knowledge of special topics related to the training content.
- Use one trainer assisted by one or more consultants who can serve as a resource for content requiring specialized expertise.

Set a Time Schedule

Next, it is extremely important to schedule the various management tasks and activities. This process can be facilitated simply by listing the actions called for in this checklist and setting a target data for each. This step will preclude such mishaps as beginning a session without the needed materials or equipment.

Prepare a Preliminary Budget

The training package itself is provided free of charge, but the other expenses involved in conducting the workshop may include:

- the time of the trainer and possibly the time of one or more assistants before, during, and after the workshop;
- refreshments served during the workshop;
- reproduction of handouts, transparencies, and evaluation forms;
- pens or pencils, paper, and name tags;
- flip chart, paper, and markers;
- rental of the meeting place (if not provided by the sponsoring agency);
- rental of the films; and
- rental of audiovisual equipment (if not available on loan).

Unless the sponsoring agency requires other procedures, all expenses should be included in a preliminary estimate of costs. If a fee is to be charged to the participants, it can be based on this preliminary budget. Once participants have been selected, a final, revised budget can be computed. Unless already established by the sponsoring

organization, procedures must be developed for purchasing supplies and for renting space and equipment if necessary.

GET SET—INTERMEDIATE STAGES OF PLANNING

Select Date and Site for the Training Event

Several factors have to be considered when setting the date and selecting a location for a training event. The day of the week can influence many potential participants' willingness to attend. For example, Friday may be a bad day to start or end a workshop because of heavy airport, railway, and highway traffic. In addition, there may be special local celebrations or religious observances that affect a few people who might otherwise attend. If several key organizations are involved, it might be wise to determine what regularly scheduled meetings or events might keep their staff members away.

The site for the training event should be convenient to most participants and near transportation, entertainment facilities, and food service. Trainers often neglect to check out the actual room in which the sessions will be held **before** formalizing the arrangements for facilities. As a result, many workshops end up in stuffy, subterranean rooms or in cramped motel suites. Sometimes participants are plagued by extremely uncomfortable chairs and end up sitting on the floor. A poor heating system or arctic settings for the air conditioning can disrupt sessions. Banging radiators or noise from a nearby kitchen may also distract attendees and trainers. To avoid problems it **always pays to inspect the physical setting in person** before making any commitment.

Check on these details:

- Does the room have windows?
- Can the room be darkened for audiovisual projection?
- Are there pillars in the room that will obstruct someone's view?
- Is there adequate space for small group work?
- Are there enough electrical outlets?
- Is the room noisy?
- Is the furniture adaptable to program needs?
- What services will the management provide?

Make Arrangements for Lodging

If some participants will come from out of town, make arrangements with a nearby hotel or motel so that there will be enough rooms available. Logistics will be simplified if all participants stay at one location, but if necessary, two nearby facilities can be selected. If the site for the event has to be rented from a hotel or motel, it obviously makes sense to arrange lodging in the same place. Sometimes the meeting rooms are made available without charge if participants stay at the hotel or motel.

Get written commitment for the required number of rooms and ask that the price be specified in writing. Many managers will give a reduced rate for groups. Also, check to find out the deadline for making reservations so that you can include it in the information you send to participants, and confirm whether prepayments or other arrangements must be made to hold the rooms.

Recruit the Right People

No training event can be successful unless the participants correspond to the type of trainee for whom the materials were designed. Groups frequently include some members for whom the training is old hat, others for whom the content is peripheral to their real needs, and some for whom the content is too technical. To recruit the type of participants you want, make clear in the information sent to prospective attendees:

- for whom the program is designed,
- what trainees will learn,
- who can benefit from the training,
- who is sponsoring the event,
- the time and place,
- the cost (if any), and
- instructions for registration.

Appendix B includes a sample invitation letter designed for use with this package. You can easily modify it to meet the needs of your agency. Experience indicates that to obtain the recommended group size of approximately 12 to 20 people, 75 to 100 letters of invitation should be sent. The same appendix contains sample application forms and an applicant interest checklist. The checklist will give the organizers of the event useful information about the interests and training needs of the participants.

Select and Notify Participants

The response to the letter of invitation may give several options for selection of the trainees. If many people reply, you may simply accept qualified applicants in the order they apply until the suggested group size is obtained, or you may try to construct a group with varying backgrounds and experience. In other cases, fewer participants than expected may respond. Even in this instance it is wise to weed out any applicants whose interests or backgrounds clearly exclude them from the target group.

All who apply should receive a letter either confirming acceptance or explaining tactfully why they will not be able to participate (see samples in appendix B). If some attendees will be coming from out of town, it is helpful

to enclose travel and lodging information as well as maps of the local area. Some trainers like to call participants before the start of a workshop to establish rapport and set a friendly tone.

Prepare a Roster of Workshop Participants

After trainees are selected, a roster should be prepared listing names, addresses, and, if appropriate, the organizations they represent. If time permits, copies can be sent to participants, who usually appreciate knowing who else will be attending. Inevitably, you will have to make changes in the list before the actual start of the workshop, so plan to have a revised version ready to pass out at the first session.

Plan and Arrange Food Service

After determining how many people will be attending, arrangements must be made for any needed food or refreshments. Motels, hotels, and other commercial organizations usually insist that refreshments be ordered through them. You usually cannot bring your own coffee, tea, or soft drinks. It is up to those sponsoring the event to be sure that orders are placed well in advance. If dinners or luncheons are scheduled as part of the activities, they obviously require advance preparation. The number of attendees, the menu, and the cost must be specified well in advance. Deposits or prepayments are often required.

Prepare a Final Budget

At this point, it is possible to compute a final budget, using the actual number of attendees to determine the required expenditures. The revision should include all needed supplies, refreshments, equipment, room rent, and other items. Obtain approval as required by the sponsoring organization, and confirm the procedures for making disbursements.

Acquire the Audiovisual Equipment

If the sponsoring organization does not already have the necessary audiovisual equipment, it can usually be borrowed. The public school systems, the audiovisual department of a local college or university, and community agencies are good sources. If not available on loan, the equipment can be rented. Check the Yellow Pages under "Audiovisual Equipment and Supplies" for the names of vendors.

Obtain and/or Prepare Instructional Materials

Arrangements to obtain films to be used in a training event should be made several weeks in advance, and trainee texts should be ordered for the expected number of participants. Overhead transparencies should be made from masters and the participant handouts reproduced. Related equipment, such as a flip chart or chalkboard, must also be obtained.

Prepare the Meeting Room

The day before the start of a workshop, doublecheck the meeting room to make sure the heating or air conditioning is working properly, and set the room up as required for the first session. At the same time, confirm the arrangements for refreshments and food service. Deliver the audiovisual equipment, set it up, test it, and if possible, go through a dry run of the presentation.

Collect Supplies and Place in Meeting Room

Place all necessary supplies in the room. Do not forget:

- pencils
- paper
- name tags
- registration forms
- cups
- spoons
- sugar and cream
- tape, chalk, felt-tip pens
- extra bulbs for audiovisual equipment
- extension cords
- receipt book (if participants have to pay a fee)
- ashtrays
- evaluation forms
- wastepaper baskets

Assemble all instructional materials, arranged in the order they are to be used. Make sure they are in a convenient location for use by the trainer during the sessions.

GO—THE WORKSHOP ITSELF

Set Up a Registration Desk

Shortly before participants arrive, set up a desk where attendees can register. It also may be helpful to put up some signs directing people to the room. Training manuals, participant rosters, and name tags can be passed out as the trainees fill out registration forms. Most trainers find that it is vital to have support staff assist with the registration so they are free to greet the participants and start the session. There usually are late arrivals who will have to be accommodated after the start of a session.

Conduct the Training

The trainer, while responsible for conducting the workshop, still must carry out management tasks during the sessions. Refills of the coffee or teapot, problems with late arrivals, and similar annoyances have to be taken care of. Support staff can help with these problems, but it is likely that the trainer will be involved.

Prepare for the Next Session

After the conclusion of one session, the trainer immediately has to anticipate the next. Get participants to help change the seating arrangements if necessary. Collect and store transparencies, filmstrips, and other instructional materials used during the session. Locate and arrange materials needed for the next presentation. Pass out any handouts required for the upcoming session. If more than one trainer is participating, they should debrief each other at the close of each session to avoid duplication and insure integration of concepts and content.

Many trainers use the time between sessions, as well as lunch and coffee breaks, to mix with participants and gage their responses. By doing so they identify potential dissatisfaction before it disrupts the sessions and get useful feedback regarding how well the trainees' needs are being met.

WRAP IT UP—AFTER THE EVENT

See Participants Off

At the end of the training event, be prepared to help attendees with travel arrangements. Some may need transportation to the airport or the railway station; those driving may want directions on how to get out of town. It helps to have a map, the telephone number of the closest taxicab company, and an airport limousine schedule at hand.

Arrange for Cleanup and Return of Equipment

Unless specific custodial agreements have been made with the management in the building where the workshop was held, you probably will have to initiate a cleanup project. Often participants are willing to help and all staff members should be expected to pitch in, collecting trash, emptying ashtrays, straightening out chairs, and putting away supplies. The trainer also should be sure that the audiovisual equipment is returned to the owner and that the extra supplies and instructional materials are not left in the meeting room.

Pay Outstanding Bills and Write a Management Report

After completion of the sessions, make sure that all bills have been paid. Then prepare a report that contains an accounting of the funds received and the cash paid out. The report should also evaluate the workshop from the management viewpoint and include suggestions for any future training events.

Participant Recruitment and Selection Forms

Sample Invitation Letter

Dear_____:

I am happy to announce that (your agency) will be sponsoring a program entitled "You, Youth, and Prevention."

This 14-hour training event will be presented on_____ 19_____ at _____.

Of special importance to those staff members in alcohol service agencies who are responsible for planning and implementing prevention programs for youth, this training deals with issues related to prevention and provides opportunities to learn and practice program planning techniques. The training also will interest those who work with youth in other capacities and have some background in the field of alcohol abuse.

The program assist participants to:

- develop individual concepts of prevention that can be implemented in their own agencies;
- recognize and distinguish between attitudes toward youth, drinking, and teenage drinking that will impede and those that will promote effective prevention programing;
- recognize and distinguish between interpersonal communication styles that will impede or promote effectiveness in working with youth;
- identify and describe a problem focus for a prevention program that responds to identified community needs;
- identify and describe a prevention programing strategy appropriate in achieving the goal(s) of a program to meet these needs.

The training activities are presented in four 3½-hour sessions, which deal with the following topics:

- Exploring concepts of prevention
- Improving communications
- Selecting a problem focus for a pilot prevention program
- Selecting a prevention strategy

Participation should benefit both those who are just starting to plan a prevention program and those who want to improve an existing effort.

Each participant will receive a copy of **Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency** for use during the workshop and for reference in future planning activities. The handbook discusses issues related to effective program planning and gives step-by-step procedures for implementing a pilot program. It also contains educational materials on alcohol abuse as well as lists of resources, funding sources, and other valuable information.

(Agency-specific information, including cost to participants, inserted here).

If you wish to attend this workshop, please complete the application form and return it by *(date)* . Attendance will be limited to 20 participants and applications will be accepted in the order received. Your application will be promptly acknowledged. Thank you for your interest and cooperation.

Sincerely,

_____

Enclosures: Application Form
Applicant Interest Checklist

APPLICATION

☐ Yes, I would like to participate in the training program to be held _____ *(date)* _____.

☐ No, I cannot attend this workshop but would like to be notified should you run the workshop again in the future.

Name _____

Position _____

Name and address of agency _____

_____

Telephone number _____

☐ I am interested in initiating a prevention program in my agency.

☐ I want to improve specific aspects of my agency's existing prevention program.

Applicant Interest Checklist

To aid the training team in knowing which parts of the "You, Youth, and Prevention" program will be of greatest interest to you, please check each of the statements below which pertains to your needs:

- ☐ I would like to explore my own concepts of prevention with other youth workers.
- ☐ I would like to explore the prevention programing tasks of goal setting, specification of target audience, behaviors to be affected, and indicators of successful prevention programing.
- ☐ I would like to examine attitudes about youth and youth drinking which may affect my own work with youth.
- ☐ I would like to examine basic communication styles which may affect my work with youth.
- ☐ I would like to develop skill in selecting a problem focus, based on community assessment data, for a prevention program.
- ☐ I would like to learn, through a real life simulation, how to bring a task force to consensus on a given issue.
- ☐ I would like to have practice in selecting a prevention program strategy which is appropriate and feasible given program, community, and agency constraints.

Sample Participant Selection Letter

Dear_____:

I am pleased to tell you that you have been selected to participate in the training program "You, Youth, and Prevention."

The workshop will be held on _____*(date)*_____ from_____*(time)*_____ to_____*(time)*_____ at _____*(location)*_____.

Enclosed you will find your registration form. Please fill it out and return with your registration fee of $ *(amount)* by_____*(date)*_____.

If you have any questions please call me at_____*(phone)*_____ or write to the above address.

I look forward to meeting you on_____*(date of workshop)*_____.

Sincerely,

_____

Enclosure: Registration form

Sample Rejection Letter

Dear _____:

Thank you for applying to participate in the "You, Youth, and Prevention" training workshop being offered by *(sponsoring agency)* . When your application arrived all available places had been filled. We appreciate your interest and will notify you if the program will be presented again in the near future.

Sincerely,

_____

Masters for Transparencies and Handouts

51

PROGRAM OVERVIEW

SESSION I

Exploring Concepts of Prevention

- DEFINE PREVENTION
- TRANSLATE DEFINITION INTO PROGRAM TERMS

SESSION II

Improving Communications With Youth

- IDENTIFY YOUTH STEREOTYPES
- LEARN EFFECTS OF ATTITUDES ON ADULT-YOUTH COMMUNICATION
- ASSESS STYLES OF COMMUNICATION

SESSION III

Selecting a Problem Focus

- LEARN SKILLS FOR PROGRAM PLANNING
- SELECT PROBLEM FOCUS

SESSION IV

Choosing Appropriate Strategies

- IDENTIFY PREVENTION STRATEGIES
- CHOOSE STRATEGIES FOR A PROGRAM
- PRACTICE PROGRAM PLANNING SKILLS

DEFINITION OF PREVENTION

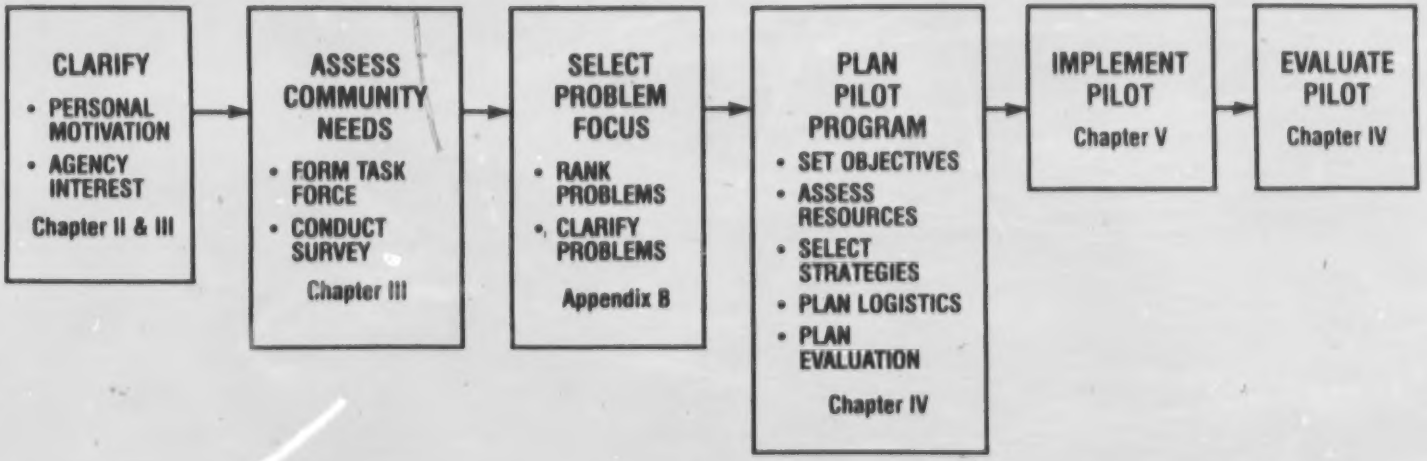
PREVENTION: ACTIVITIES WHICH INCREASE THE LIKELIHOOD THAT AN INDIVIDUAL'S DRINKING-RELATED BEHAVIOR IS PERSONALLY AND SOCIALLY CONSTRUCTIVE IN A DRINKING SOCIETY.

COMMUNICATION CHARACTERISTICS

HELPFUL CHARACTERISTICS	BLOCKING CHARACTERISTICS

TRANSPARENCY 4

STEPS IN PLANNING A PILOT PREVENTION PROGRAM



Participant Introduction Guide

As a means of getting to know each other, each participant will be asked in turn to introduce himself or herself. Please use the following questions as a starting point. Feel free to add any further comments or anything else you would like the group to know about you, but try to observe a 2-minute time limit.

1. What is your name? How do you prefer to be addressed?
2. Where do you live?
3. What agency do you represent? What do you do there?
4. What are some of your interests outside of work?
5. What is your experience with youth programs as a director or coordinator, as an observer, or as a volunteer?
6. What brought you to the training session? What are your expectations or objectives?

Overview – Session I

Session	Topic	Objectives	Activities
I	Exploring Concepts of Prevention	1. Understand workshop structure and purpose.	Individual activity
		2. Become acquainted with participants and staff.	Lecture
		3. Define prevention.	Group discussion
		4. Express a definition in program terms.	

Four Elements Basic to Actualizing Any Definition of Prevention

Element:	Example: Primary prevention
1. Goal	Reduce the number of new cases in which drinking causes adverse or harmful consequences.
2. Target Audience	People without alcohol-related disabilities: • Abstainers • Moderate drinkers • Drinkers with questionable drinking patterns • High-risk people
3. Behavior To Be Affected	Drinking-related behaviors: • Personal drinking behavior • Behaviors that influence the drinking-related behaviors of others • Behaviors toward those with questionable drinking patterns
4. Indicators of Success	A decrease (by X percent) in the number of alcohol-related automobile accidents in the community. An increase (by X percent) in the number of requests for alcohol education received from community groups (schools, churches, civic associations, etc.).

Personal Concept of Prevention

How do you **define** primary prevention? _____

_____

_____

1. What would be the **goal** of a program consistent with this definition?

   _____

   _____

   _____

2. Considering this definition, who makes up the **target audience** for these prevention activities?

   _____

   _____

   _____

3. What **areas of behavior** would this program attempt to affect?

   _____

   _____

   _____

4. What **indicators** would tell whether the prevention activities are achieving the goal of prevention?

   _____

   _____

   _____

Overview – Session II

Session	Topic	Objectives	Activities
II	Improving Communication With Youth	1. Identify helpful means of communication with youth. 2. Recognize negative attitudes toward youth (particularly toward teenage drinking) and other impediments to communication. 3. Demonstrate helpful and blocking styles. 4. Assess personal styles of communication.	Lecture Film Role play Group discussion

Small-Group Role-Play Packet

Contents:

- Instructions for Role Play (enclosure A)
- Role-Play Situation (enclosure B)
- Role Descriptions (enclosure C)

Instructions for Role-Play Activity

Objective for Small Group Work:

To provide you with an opportunity to demonstrate your communication style in a simulated situation and to examine the effects of that style on communicating with others.

Time limit: 30 minutes

Directions:

1. Select group leader to lead and keep discussion on target and on time.
2. Read role-play situation description and assign a role to each group member.
3. Enact role play for approximately 5 minutes or until conflict is resolved.
4. Briefly discuss communication styles each player used in his or her **assigned role** (omit any personal references).
5. Exchange roles and reenact same situation in different roles.

Role-Play Situation

A Saturday Happening prevention program has been in operation for the past 2 months in the township of Sleepy Hollow. The goal of the program is to provide high school students with alternative activities to drinking and to provide young people with a place to congregate with their peers in a supervised environment. The program was established in response to an increase in teenage vandalism which was determined to be associated with heavy drinking. The high school has donated the use of the gym for the prevention program activities.

Several youths are on the Prevention Program Task Force, which is coordinated by the youth worker from the local alcohol service agency. Program activities vary from week to week depending on what the teenagers have decided they would like to do. Activities in the past have included dances, movies, talent shows, sports, and games.

Tonight is game night, and about 20 young people are involved in games of chess, bridge, hearts, and checkers. Several teenagers are being taught to play chess by two other young people. Food and soft drinks have been provided by the teenagers.

Well into the evening, Mickey and Ted arrive. They are known to have a history of drinking and vandalizing property. Mickey has been caught stealing money from the drugstore cash register and picked up by the police for drinking. They try to create a disturbance by yelling and interrupting the games, saying, "This is all kid stuff."

Dale, the youth worker supervising this evening's Happening, is concerned about the disturbance. So is Terry, Dale's assistant for the evening, who is one of the teenagers on the task force. Sandy, who has been playing chess all evening, is very happy to see his good friend Mickey.

Role Descriptions

Youth Worker (Dale)

Your first inclination is to ask Mickey and Ted to leave. You are afraid if they become too disruptive they will give the Saturday Happening a bad name, which might affect the continuation of the program. You are particularly concerned about the possibility of their damaging the school's and the other teenagers' property. You suspect they have been drinking before they arrived. Your first strategy will be to try to defuse the situation by inviting them to join you and the others.

Member of Task Force (Terry)

You are as much concerned about the arrival of Mickey and Ted as Dale is. You have a particular interest in the successful functioning of tonight's Happening since it was your idea, and you contributed most of your free time to the planning and preparing for this evening. You would like to ask Mickey and Ted to leave but hesitate to overstep Dale's authority. You decide that however Dale handles the situation, you will try to lend your support.

Troublemaker (Mickey)

You have a reputation for being a big talker and a tough guy. Everyone knows you've had a run-in with the law for drinking and trying to steal money from the drugstore cash register. Before coming to the high school gym this evening, you and Ted, your good buddy, had a couple of beers.

You've decided to check out the Saturday Happening since you have nothing better to do. You know that Ted won't object since he will do almost anything that you want him to do. You really thinks this Saturday Happening stuff is for the birds, but it seems that more and more of the guys you hang around with have gone at least once to the program. While you want to check out the scene, you don't want to let on to anyone that you're really interested in any of the activities that go on here. To cover up your curiosity, you're hostile, derisive, and angry. To attract attention and disrupt the activities you start talking loudly and are belligerent.

Mickey's Friend (Ted)

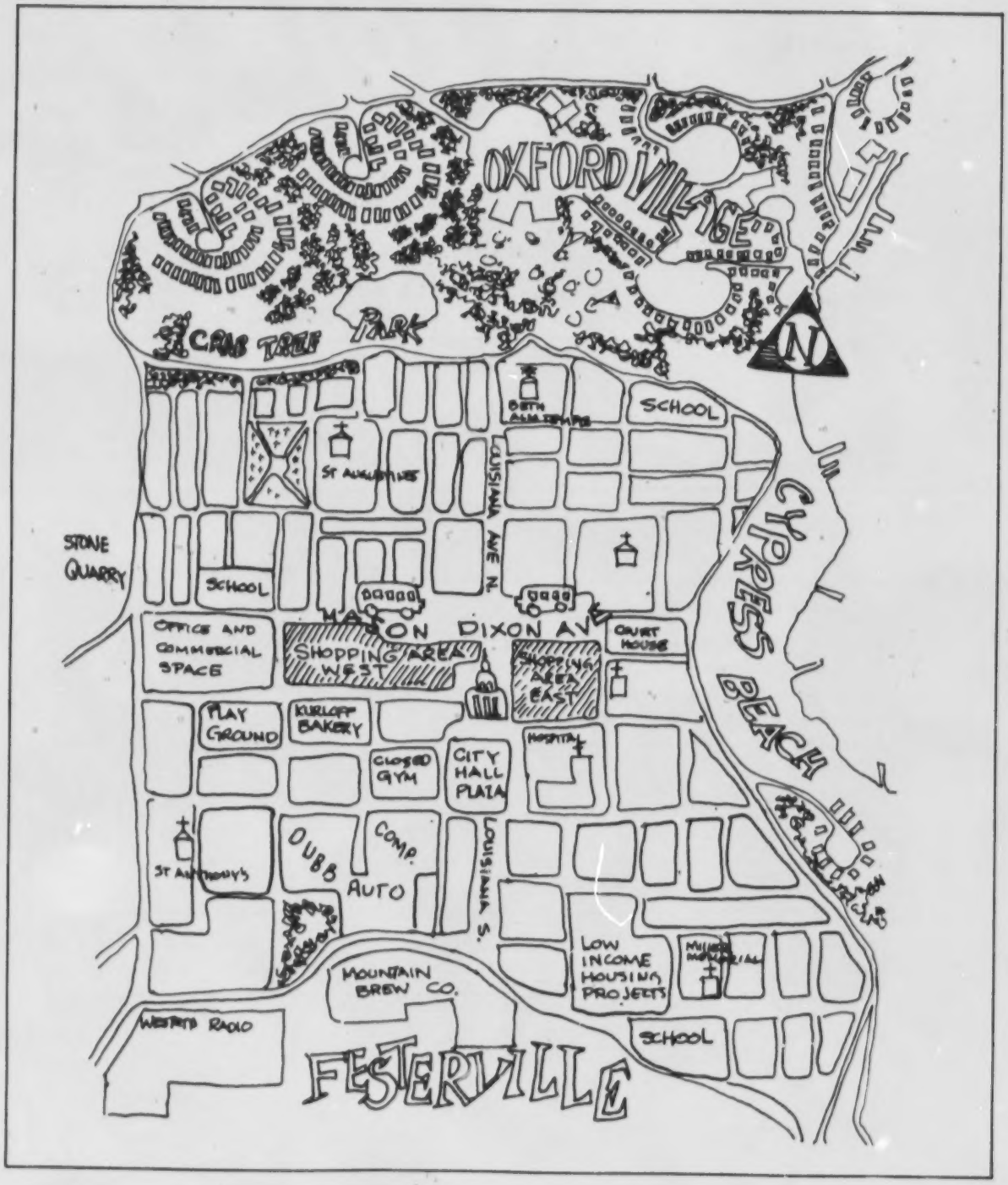
Most everyone associates you with Mickey, for whom you have a great deal of admiration. You're glad to have stopped in at the Saturday Happening since you have always been curious about what goes on here. You know tonight is game night and people will be playing chess. You would never let Mickey know you want to learn to play the game. You've had a few beers before coming to the gym and are feeling relaxed and loose, and you're really surprised to find Sandy there playing chess. You woul like to go over the the chess table to watch but hold off to wait for signals from Mickey, who is starting to disrupt the activities.

Mickey's Friend (Sandy)

You like Mickey and are happy to see him. At first, you didn't really want to come to the gym, but there was nothing else happening in town. Although you wouldn't admit it, you are having a good time. You are finally getting a chance to learn how to play chess. You have wanted to learn the game for some time but were afraid that others would call you an egghead. You would like to get Mickey interested in learning to play chess but are afraid of how he might react to the suggestion. You are more concerned about what he thinks of you and about maintaining his friendship than about "any old game." To show him that you are his friend, you are supportive of whatever he does.

66

Festerville Information Booklet



67

Introduction

Festerville is the product of its creators' imaginations. It exemplifies some American communities, but with its almost outrageous variety of problems (including its name), this small town is by no means representative. On the other hand, the problems prevalent among the Festerville youth are well known in many, if not most, U.S. towns.

These problems will be the subject of a simulation activity to take place in the next training session. Each trainee will be assigned the part of a Festerville citizen serving on a task force. In this activity, participants will enact a meeting called to plan a pilot prevention program for the teenagers of the community. If this activity is to be meaningful, the characters must be believable, and participants must reflect assigned viewpoints rather than their own opinions. Before the session begins, you will receive a description of your role and a brief note about your hidden agenda or underlying motives. To play the part effectively, however, you also will need to familiarize yourself with facts about the town, its people, and its problems. In this booklet you will find the needed information and the results of a community needs assessment survey completed by the task force prior to the meetings.

The task force has been formed by a youth worker on the staff of Phoenix House, an alcohol treatment center. Phoenix House provides care for young people referred by other agencies and for those who walk in. In the past 2 years the client load had increased fivefold. Now 75 young people participate in an outpatient program and 23 receive treatment as residents. Despite indications of a need for a prevention program for youth in the community, Phoenix House is currently unable to commit staff time and effort to this task.

The Youth Services Commission has just announced that $125,000 of Festerville's $800,000 Federal revenue sharing funds will be allocated for youth programs. At least five other groups are competing with Phoenix House for these grant funds. The task force members (you) are helping prepare a proposal and must select a problem focus around which to plan a pilot program. The deadline for the proposal is approaching and the group is under considerable pressure to come to a decision.

Festerville Demographic Data

Location and General Information

Festerville is located in the Rising Valley area. The total valley population is 400,000 people. The outskirts of Festerville are bordered on the east by a lake. The area around the lake is known as Cypress Beach. To the northeast is the white, upper-middle class suburb of Festerville, known as Oxford Village. The Devil's Pocket area, in the southeast, is home to a large part of the black and other minority populations. The large low income housing project is the scene of considerable social unrest, and most families live under the officially defined poverty level. To the west are gently sloping lands that are at the moment undeveloped, with the exception of the highway. To the south there is an industrial park. Demographic and other relevant data follow.

Population Data

33,000 total population
Male 47 percent, Female 53 percent
Under 18 years of age, 37 percent
65 years or older, 18 percent

Ethnic/Racial Data

44 percent black
20 percent Hispanic
35 percent white
1 percent oriental

Principal Industries

Western Radio: Manufacturer of electronic components since 1941--3,000 employees.

Kurloff Bakeries: Manufacturer of the world famous Tasty Trifles. Home office in Festerville since 1951--500 employees.

Mountain Brew: Manufacturer of beer and ale since 1927--2,800 employees.

Dubb Auto Parts: Manufacturer of auto body parts for Big Three manufacturers since 1938, in Festerville since 1946--4,800 employees.

Festerville Power Plant: City-owned utility in operation since 1940--1,100 employees.

Summary of Recent Events

The following summarizes the events which occurred in Festerville during the past month and prior to the Federal Government approval to establish an alcoholism prevention program in the area.

6/1 Western Radio announced a layoff of 300 employees.

6/4 Holiday dance at St. Martin's Church. Crashed by members of the Three Two's gang (black). No serious injuries. Five arrested and held for preliminary hearing.

6/5 In a newspaper article W. Hinkel, police chief, stated that police linked the heavy use of alcohol to the recent violent activities and promised to prosecute teenage drinkers and any adults supplying teenagers with alcohol.

6/5 Festerville annual picnic marred by fights. Three teenagers arrested for disturbing the peace and underage drinking (released in the custody of their parents).

6/6 F.E. Tobias announced that eighteen new nonteaching aides were being hired for September to work in the city's three high schools.

6/7 Rev. C.T. Reilly started summer work program, under Federal grant, for young males between ages 13 and 20.

6/7 The Festerville **United Gazette** reported an increasing number of cars cruising the downtown area. An editorial called for concerted police action.

6/7 The late TV news reported that a group of youths turned over a school bus which was returning to the garage after being used to transport Father McGuire's parishioners to a church event.

6/11 Rev. J. L. Jones of the Miller Memorial Baptist Church called for the members of his church to take some action against the rising tide of juvenile crime.

6/11 Concerned parents of Miller Memorial Church established a night patrol in two areas of the city.

6/11 The police chief, in an interview with the TV station, said that he felt it was dangerous business when citizens appoint themselves police officers.

6/16 In a report of school performance released today, it was noted that the school dropout rate was reduced by 3 percent (still 17 percent). The report also noted that the overall performance for the system has gone up over the last year by 8 percent (still [illegible] percentile). School superintendent attributes this to his efforts to return to basics and traditional schooling.

6/18 Rev. J. L. Jones attacked rom the pulpit the shortsightedness of Police Chief Hinkel.

6/19 W. Rudolf, head of the **Teachers' Union**, stated that a student survey conducted by the union shows low use of alcohol and other drugs.

6/19 City council member H. Wrice refuted study released by W. Rudolf; claimed as many as 7 out of 10 kids use some drug or alcohol. Blames recent violence on use of drugs and alcohol.

6/20 Festerville **United Gazette** released an editorial that quoted results of national survey which indicated one out of four students has serious alcohol problems.

6/22 Three members of the Devil's Pocket gang were admitted to hospital as a result of a severe fight.

6/22 Police chief called for city council to pass a curfew law requiring all persons under the age of 18 to be off the streets by 10 p.m.

6/23 City council passed curfew law by 6 to 2 vote.

6/24 Police car turned over and burned today. As Officer Jackson completed a foot patrol, his car was overturned by a group of young people. The youths ignited the car with gasoline. The fire department had the blaze under control shortly after 1 p.m.

6/26 C. Bailey announced a grant to be awarded from Federal revenue sharing funds to establish a prevention program for youth. The award will be $125,000 annually for 3 years.

6/30 Radio Festerville announced today that several young women were arrested for the use of alcohol and reckless driving. It was further learned that this was the third case of drunken driving among teenagers this month.

6/30 City council denied zoning change that would permit the construction of an amusement park near Cypress Beach.

6/31 Chief Hinkel announced that 127 youths had been arrested since the curfew law went into effect.

6/31 There was a small fire at midnight in back of the county court house; police suspect arson.

RESULTS OF THE COMMUNITY NEEDS ASSESSMENT SURVEY
TALLY OF INDIVIDUALS CONTACTED

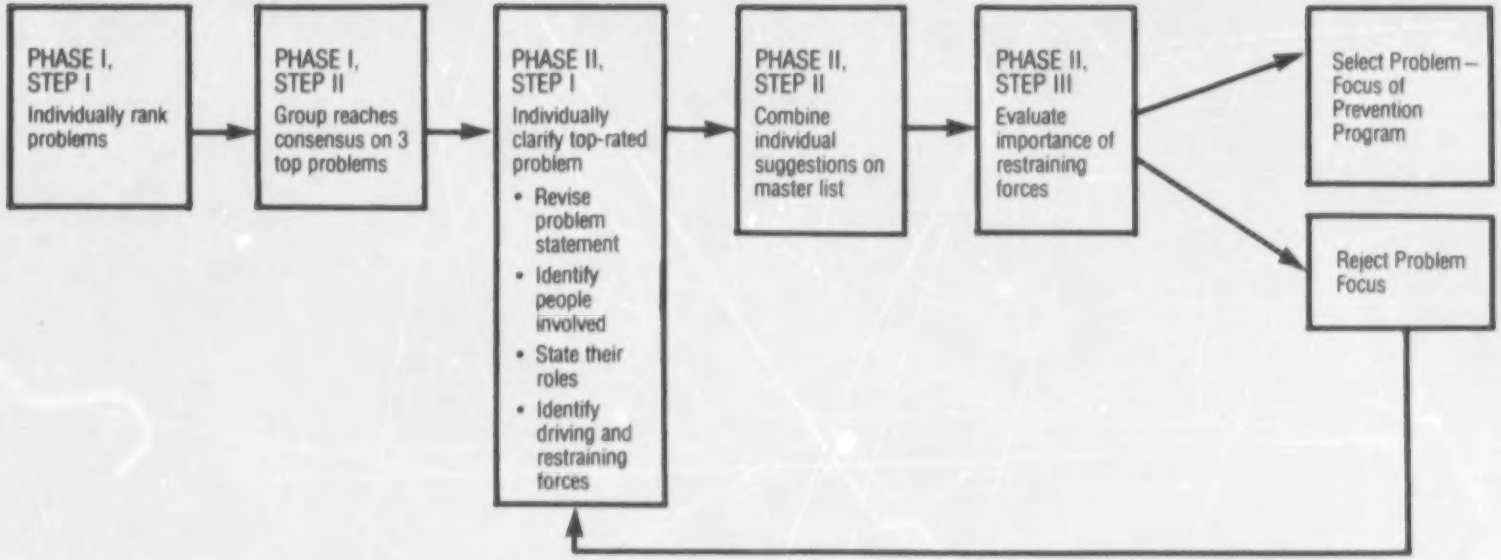
Agency and/or individual	Services provided	Resources available	View of unmet needs	Suggested prevention strategy	Possible constraints in working with this agency	Willingness to collaborate on program
Charles Bailey	Director of Youth Services Commission	Center staff.	Does not see alcohol as primary problem. Need social alternative.	See nonspecific activities as important part of prevention alternative.	Has preference as to which area program should be in.	Yes, ultimately responsible for establishing a prevention program.
Selma Goldstein	Youth Commission board member, head of Volunteer Parents' Union	Able to get volunteers, mostly women from Oxford Village.	Need to improve schools.	Alcohol program in schools activities should be enjoyable. Nonspecific and specific.	Not trusted by community members in S.E.	Yes, feels that there are some areas where program will do most good.
Dr. C. McGuire	Youth counselor church activities	Church facility.	Not enough service to the black community.	Alcohol information. Involve parents as much as possible.	Gives a program a church image.	Yes.
Lamar Lamont	Youth worker	Two members of staff. One is a recreation specialist.	Kids need to learn job skills. They also need a supervised recreation program.	Reopen the gym at Elm and Ann streets. Provide some job skills.	Black and Hispanic kids will not use the gym in Pocket area.	Yes, feels the Pocket area should be given priority.
Linda May Primero	Class president	Has access to many teenagers. Could use student government to publicize the program.	Not enough facilities for youth.	Getting kids involved in school activities.		Unsure at this time.
Malcom Ozamba	Musician	Willing to teach music.	Black kids not knowing their history.	History program, cultural activities, nonspecific.	May be a conflict between values with white members.	Yes, feels Pocket should get priority.
Willard Hinkel	Police chief	Police Athletic League.	Information about drinking. Strict laws about teenage drinking.	Police Athletic League, nonspecific and specific.	Not respected among youth.	Yes, feels that PAL program should be supported.
Dr. Arnold Johnson	Director, Alcohol Abuse Prevention Program	Personnel from his program, written materials on alcohol.	Teens need to know how alcohol affects the body.	Hire an alcohol specialist to present information about alcohol use in schools.	Believes treatment should have priority over prevention programs. Feels most youth programs are just frills.	Would help provide information to youths about alcohol.
Hank Wrice	City council member	Strong contact with youth group, S.E.	Lack of things for kids to do.	Give kids activities that also will earn money and pride. Nonspecific.	Conflict with Rev. Reilly's work group.	Yes, however wants an active say.
Waxler Rudolf	Teachers' Union representative	Possibly able to get other teachers to help develop a program.	Kids need to be taught responsibility through work.	Abstinence for youths under 21. Provide jobs for teens to keep them off the streets.	Very conservative, may not collaborate on a program that does not condemn teenage drinking outright.	Would help start a job program for youths.

Juan Garcia	Warlord Flying Horsemen	Gang members.	Kids are hasseled. No place to socialize.	Nonspecific.	Is a warlord of the gang that is in conflict with Devil's Pocket gang.	As long as kids from Pocket stay away.
Ezekiel Turnbull	Treasurer, Youth Services Commission board	Volunteer accounting services.	Lack of jobs for kids.	Abstinence. Alcohol-specific information in schools.	Sees schools as a place for alcohol program.	Only if alcohol-specific and uses school facilities.
Michael O'Conner	School bus driver	Will drive bus.	Need different programs for the different racial groups in Festerville.	Abstinence for youth.	May not be accepted in black or Hispanic community.	Yes.

Overview – Session III

Session	Topic	Objectives	Activities
III	Selection of a Problem Focus	1. Apply a consensus-seeking process in a simulated setting.	Simulated task force exercise
		2. Using this process, select a problem focus for a prevention program based on a set of community needs assessment data.	Group discussion

Process for Task Force Work


PHASE I, STEP I
Individually rank problems
PHASE I, STEP II
Group reaches consensus on 3 top problems
PHASE II, STEP I
Individually clarify top-rated problem
• Revise problem statement
• Identify people involved
• State their roles
• Identify driving and restraining forces
PHASE II, STEP II
Combine individual suggestions on master list
PHASE II, STEP III
Evaluate importance of restraining forces
Select Problem – Focus of Prevention Program
Reject Problem Focus

Festerville Task Force Instruction Packet: Selecting a Problem Focus

Contents:

- Summary of Tasks (enclosure A)
- Step-by-Step Instructions for Group Work Process (enclosure B)
- Problem Ranking Individual Worksheet (enclosure C)
- Problem Ranking Group Worksheet (enclosure D)
- Criteria for Problem Ranking (enclosure E)
- Guidelines for Reaching Group Consensus (enclosure F)
- Problem Clarification Individual Worksheet (enclosure G)
- Problem Clarification Master Worksheet (enclosure H)

Summary of Tasks

First Task–Read description of assigned role and hidden agenda; review Festerville Information Booklet (15 minutes).

Second Task–Complete Phase I, Consensus Seeking (45 minutes).

Step 1–Members individually complete Problem Ranking Individual Worksheet (reflecting the views of the character they are to play).

Step 2–Task Force completes Problem Ranking Group Worksheet.

Third Task–Complete Phase II, Problem Clarification (1 hour).

Step 1–Members complete Problem Clarification Individual Worksheet.

Step 2–Task Force develops Master Problem Clarification Worksheet.

Step 3–Task Force evaluates restraining forces and selects problem focus or returns to Phase II, step 1, and considers another prospective problem focus.

Step-by-Step Instructions for Group Work Process (Review each phase as it is undertaken)

Phase I, step I: Participants, **in their assigned roles as Festerville citizens,** first individually rank in order of importance the items on the **Problem Ranking Individual Worksheet,** a listing of needs most frequently cited in the Festerville agency/community assessment. These rankings clarify personal preferences regarding the relative importance of each issue before the group begins ranking the same items.

Phase I, step II: Using the Problem Ranking Group Worksheet, participants next order the problems according to the group's view of their importance. To assist in reaching consensus, the group members examine the problems according to specific criteria. In addition, personal perceptions, attitudes, and preferences from the Individual Worksheets can be considered as subjective criteria that may influence ranking. Guidelines for reaching group consensus are provided.

Phase II, step I: The group next begins to examine and clarify the problem that was identified as the most important. To simplify the task, group members individually fill out the Problem Clarification Individual Worksheet. On these forms, members clarify their individual perceptions of the problem. They also suggest changes that might improve or sharpen the problem focus. In addition, participants identify people who will be involved in the solution, specify what their roles are likely to be, and describe how they may relate to the task force. Task force members also list driving and restraining forces that might affect resolution of the problem.

Phase II, step II: The member assigned the role of group leader (the Festerville youth worker) uses the information from the individual worksheets to make a Master Problem Clarification Worksheet which incorporates the suggestions of each task force member. Lists of individual suggestions are made on a flip chart, chalkboard, or overhead projector so the whole group can see them. Differing individual perceptions highlight the possible interpretations of the problem and assist in formulating a single definition acceptable to the whole group. The individual suggestions are also used to make a comprehensive catalog of all restraining and driving forces, as well as all people who might be involved. The list of those forces promoting change and those restraining or resisting it enables the group to focus on the practicality of implementing a program addressed to the selected problem focus. The same consensus-seeking techniques used in selection of a problem focus should be used to formulate the group response to the items on the worksheet.

Phase II, step III: The group examines the restraining forces. If they seriously outweigh the positive influences, the problem very likely is not practical as a problem focus. If it appears to have insurmountable obstacles blocking its resolution, the group returns to step I of phase II and applies the process to the second- or third-ranked problem. The problem statement finally selected becomes the focus of the planned prevention program.

Problem Ranking Individual Worksheet

Over the past several weeks, information has been gathered from a representative sample of community leaders. Each individual was asked to express what he or she perceived to be alcohol-related problems confronting Festerville.

Below is a list of Festerville's top problems compiled from the above-mentioned survey. Your task is to rank these problems according to the importance **you** (in your role) attach to them. Write the number 1 by the problem that you rank as the most important, the number 2 by the second most important problem, etc.

_____ The high incidence of vandalism caused by teenage drinking on weekends.

_____ The high number of young people requiring alcohol treatment programs.

_____ The high percentage of young drivers (ages 16 to 18) arrested for driving while intoxicated.

_____ The lack of community interest in its young people.

_____ The limited recreational facilities available during the weekends.

_____ The lack of social events for young people.

_____ Increase in racial tension among young people.

_____ Increase in violent confrontations between youth groups.

_____ Survey among youth indicated lack of alcohol information.

Handout C
Enclosure D

Problem Ranking Group Worksheet

This is an exercise in a group decisionmaking. This means that the ranking of alcohol-related problems identified in your community must be agreed upon by all task force members before there is a group decision. Not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one on which all group members can at least partially agree.

Your Ranking	Group Ranking	
_____	_____	The high incidence of vandalism caused by teenage drinking on weekends.
_____	_____	The high number of young people requiring alcohol treatment programs.
_____	_____	The high percentage of young drivers (ages 16 to 18) arrested for driving while intoxicated.
_____	_____	The lack of community interest in its young people.
_____	_____	The limited recreational facilities available during the weekends.
_____	_____	Lack of social events for young people.
_____	_____	Increase in racial tension among young people.
_____	_____	Increase in violent confrontations between youth groups.
_____	_____	Survey among youth indicated a lack of alcohol information.

Criteria for Problem Ranking

- Is the problem specific?
- Is it a problem on which some progress can be made in a relatively short time? (Usually this means the problem can be approached in steps, working toward a solution a little at a time).
- Is it a problem that concerns enough different individuals and groups in the community who are willing to spend time and energy solving it?
- Is it a problem about which a few individuals and groups in the community are able to take some kind of action?
- Is it a problem in which you and your agency have some interest, although it may not be the strongest interest for either of you?
- Is it an issue around which serious polarization has not already occurred within the community?

Guidelines for Reaching Group Consensus

1. Support solutions with which you can agree to some extent.
2. Avoid conflict-reducing techniques such as majority vote, averaging, or trading in favor of some ranking technique such as assigning numerical values to the individual criteria and summing the values of those criteria satisfied by each problem.
3. View differences of opinion as a help rather than a hindrance in decisionmaking.
4. Don't let one dominant individual dictate to the group or make a decision for the group.

Problem Clarification Individual Worksheet

Think about the problem that has just been selected. Respond to each item as fully as necessary for another participant to understand the problem.

1. I understand the problem specifically to be:

2. The following people with whom the task force must deal are involved in the problem:

   a. Their roles in this problem are:

   b. They relate to the task force in the following manner:

3. I consider these other factors to be relevant to the problem:

If I consider the present status of the problem as a temporary balance of opposing forces, the list of people, attitudes, agencies, and ideas on the left would be those working toward or amenable to change. Those listed on the right are those which are resisting change.

DRIVING FORCES	RESTRAINING FORCES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

Problem Clarification Master Worksheet

Using those suggestions from each participant that can be accepted by the whole group, fill in the following items:

1. The revised problem statement:

2. The people involved with the problem:

   a. Their roles:

   b. Their relationship with the task force:

3. Other factors identified as relevant to the problem:

4. The list of driving and restraining forces:

DRIVING FORCES	RESTRAINING FORCES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

Trainer Note: Duplicate four copies of handouts D-1 - D-5 and distribute one to a member in each Festerville simulation activity group.

Role Description

TASK FORCE MEMBER # 1 – YOUTH WORKER

You have a master's degree in the social science that you received from a small university in Tennessee. Because of your deep religious convictions you worked several years after graduate school in a mission in South America. With the advent of the civil rights movement you felt your place was back in this country. Upon returning you joined a group working for fair housing in Chicago. After 4 years with the fair housing group as a member of the planning staff you left to work with a Hispanic group. It was through this group that you found out about the job as a youth worker in Festerville.

The job seemed ideal; Festerville is a small town and you looked forward to a change in your lifestyle. After 2 weeks you realized that the pace in Festerville is much slower than you had anticipated. After a great deal of frustration you asked for permission to speak to the board about doing something about Festerville's racial violence. The timing was perfect. The revenue sharing monies had just been made available. The board appointed you as a member of the task force. You were asked to interview community members and collect data so the task force might determine an accurate problem focus. In the process of these interviews, you became convinced more than ever that the problem in Festerville centers around racial issues.

Hidden Agenda: You want to move the group into a program that deals with the racial issues of Festerville. You also believe that alcohol is a part of our culture and that "kids just need to learn how to drink." You know that with the proposal deadline you must reach a decision at this meeting.

Instructions: Bring up the racial issue at least three times. As the individual responsible for assembling and directing the efforts of the Festerville community task force, you are to serve as the facilitator for the group in achieving consensus on a program focus. Since this activity requires the positive, constructive interaction of the task force members, you should stress the basic ground rules that will be used to arrive at a group consensus.

Role Description

TASK FORCE MEMBER # 2 – BOARD MEMBER OF PHOENIX HOUSE

You accepted the appointment to the task force because of your concerns about gang violence. You moved to Festerville 12 years ago from New York City because of the violence on the streets. You now have two young daughters whose safety concerns you. Your eldest daughter (15) was recently roughed up on a bus by a gang of youngsters.

You don't see alcohol as a big problem among youth. You agree with Chief Hinkel that the problem lies with adults supplying alcohol to underage drinkers. You believe in stronger laws, but don't believe that will be possible with such liberal legislators.

You've been feeling that the "colored" people of Festerville have not been meeting their civic responsibilities. You don't understand why black parents can't control their kids' activities.

Hidden Agenda: You are pushing Chief Hinkel's PAL program. You are good friends with Chief Hinkel. He asked you to do what you can to get the program sponsored.

Instructions: You talk constantly. You interrupt anyone that is not supporting a direction that you would like to see the group pursue.

Role Description

TASK FORCE MEMBER # 3 – JAYCEES MEMBER

You run a small men's and women's fashion store in downtown Festerville. You have been a recovering alcoholic for 8 years. Your experience made you feel that alcohol has no redeeming value. You also feel that allowing young people to drink is allowing them to commit suicide. You testified before the State legislative committee when the legal drinking age was being lowered.

You are willing to do anything that will keep people from drinking.

Hidden Agenda: Your business is foundering and so is your will power. Your preaching about the problems–about alcohol–is as much for your benefit as for others.

Instructions: Try to keep the group centered on alcohol issues. You must bring up the need to stop young people from drinking altogether at least twice.

Role Description

TASK FORCE MEMBER # 4 – STUDENT

You are a high school student. Your school counselor recommended you for the task force. You don't see anything wrong with young people drinking. You feel that most adults just don't listen. You were surprised that the young people were asked to participate on the task force. When you arrived, you found you were the only student there.

Hidden Agenda: You feel that you are the "token" youth on the task force. You don't know what to do about it, but you are angry. Your friends are giving you a hard time about being on the task force. You feel more youths should be consulted before a decision is made.

Instructions: You speak only when asked. On every opportunity that does arise, point to the lack of youth input.

Role Description

TASK FORCE MEMBER # 5 – PRESIDENT OF THE BAPTIST CHURCH CONCERNED PARENTS' LEAGUE

You are an avid member of the Miller Memorial Baptist Church. You are president of the Concerned Parents' League. Your league patrols southeast and northwest Festerville in four vans. Chief Hinkel condemns this action as irresponsible. You feel the police aren't doing the job. The league has been successful in breaking up or stopping several fights.

Hidden Agenda: The League needs money to continue; if the current League can get some of the youth money, it will mean a permanent job for you.

Instructions: Mention youth violence as *the* problem at least twice.

Overview – Session IV

Session	Topic	Objectives	Activities
IV	Selecting a Prevention Strategy	1. Define the term "strategy" and list the types used in alcohol abuse prevention programs.	Lecturette
		2. Cite examples of current prevention programs and the strategies they employ.	Simulated task force exercise (individual and group tasks)
		3. Select a program strategy appropriate for a pilot prevention program.	Group discussion

Festerville Task Force Instruction Packet: Selecting a Problem Focus

Contents:

- Instructions for Task Force (enclosure A)
- Selecting a Prevention Strategy—Individual Worksheet (enclosure B)
- Selecting a Prevention Strategy—Master Worksheet (enclosure C)
- Criteria for Selecting a Prevention Strategy (enclosure D)

Instructions for Task Force

1. Using the problem focus selected in session III and the available resources (the handbook, the Festerville Information Booklet, and ideas expressed earlier in the session) suggest the goal, target audience, behaviors to be affected, and indicators of success. Then formulate strategies to achieve the goal. Members first work individually, suggesting different types of strategies indicated on Selecting a Prevention Strategy—Individual Worksheet. Remember to play your assigned role.

2. The task force reaches consensus on a single suggested strategy. Decision should be made after *discussion of all of each member's ideas* and after *consideration according to given* criteria. Record the final decision on Selecting a Prevention Strategy—Master Worksheet.

Selecting a Prevention Strategy--Individual Worksheet

PROBLEM FOCUS (from session III Festerville simulation): _____

_____

_____

Express the problem in the following terms:

1. Goal (what is to be accomplished): _____

   _____

2. Target audience: _____

3. Behaviors to be affected: _____

   _____

4. Indicators of success: _____

   _____

5. Strategies:
   a. Environmental and social:
      (1) Alcohol-specific. _____

      _____

      (2) Nonspecific with alcohol component. _____

      _____

   b. Personal Development:
      (1) Alcohol-specific. _____

      _____

      (2) Nonspecific with alcohol component. _____

      _____

SELECTED STRATEGY FOR PILOT PREVENTION PROGRAM (select one of the preceding):

_____

_____

_____

_____

Selecting a Prevention Strategy—Master Worksheet

PROBLEM FOCUS (from session III Festerville simulation): _____

_____

_____

Express the problem in the following terms:

1. Goal (what is to be accomplished): _____

   _____

2. Target audience: _____

3. Behaviors to be affected: _____

   _____

4. Indicators of success: _____

   _____

5. Strategies:
   a. Environmental and social:
      (1) Alcohol-specific. _____

      _____

      (2) Nonspecific with alcohol component. _____

      _____

   b. Personal Development:
      (1) Alcohol-specific. _____

      _____

      (2) Nonspecific with alcohol component. _____

      _____

SELECTED STRATEGY FOR PILOT PREVENTION PROGRAM (select one of the preceding):

_____

_____

_____

_____

Criteria for Selecting a Prevention Strategy

APPROPRIATENESS TO:

- Problem focus
- Goals and objectives
- Target audience
- Agency goals

FEASIBILITY IN TERMS OF:

- Human resources
- Financial resources
- Physical resources
- Community climate

Training Evaluation Instrument

Participant Feedback Instrument

Introduction

Most trainers, while interested in evaluating workshops or training events they conduct, are not interested in carrying out elaborate tests, and unless they are engaged in a research project, sophisticated statistical procedures for analyzing participant feedback are not required. The following participant feedback evaluation instrument and guidelines for its use are designed to provide the trainer with an easy-to-use method for assessing the effectiveness of the training event he or she has just conducted.

Anonymity of Participants

Since the purpose of the feedback is to provide the trainer with information about the training event rather than about the performance of individual participants, there is no need for the participants to put their names on the feedback forms. By guaranteeing the anonymity of the responses, the trainer increases the chances of receiving honest feedback that accurately reflects the participants' reaction to the training event.

Administering the Feedback Form

If the feedback form is to be used, the trainer should inform trainees at the beginning of the program rather than at the last minute. Participants should be given a brief explanation about the purpose of the forms before they are distributed. The instructions are self-explanatory.

Coding the Forms

To code the data into a usable form, the trainer needs simply to tally the responses from the individual forms as indicated below.

Interpreting the Data

The central tendency or central position of the participants as a group, reflected by the rating scale, indicates the general response of trainees. The quickest measure of the group's central tendency is the mode, that is, the rating that occurred most frequently. As one can see in the table above, the mode or the rating most frequently used by the participants was 4 (above average). While each trainer may determine what will constitute a successful workshop, one suggestion is that 50 percent or more of the responses should be above 3 on the rating scale. As one can see from the table, 54 percent of the responses were above 3. Using the above criteria this workshop would be called successful.

Number of Participant Responses as Distributed Across Rating Categories

Rating categories	1 Exceptionally poor	2 Below average	3 Average	4 Above average	5 Exceptionally good
Clarity of objectives	1		3	5	1
Organization of workshop		1	2	4	3
Appropriateness of content		2	4	3	1
Clarity of presentation			5	4	1
Effectiveness of teaching aids		1	4	3	2
TOTAL	1	4	18	19	8
Number and percentage of responses		23 (46%)		27 (54%)	

You, Youth, and Prevention Training Program

Participant Feedback Form

Please indicate your assessment of this workshop by circling **one** number under each of the categories listed below.

Clarity of Objectives: The objectives of this workshop were understandable as presented and became evident as the program unfolded.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Organization of Workshop: The sequence and duration of the workshop was scheduled in a way which facilitated my learning.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Appropriateness of Content: The content and materials selected for the workshop were scheduled in a way which facilitated my learning.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Clarity of Presentation: The content of the workshop was presented in a way that was understandable.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

Effectiveness of Teaching Aids: The teaching aids (overhead transparencies, films, and handouts) facilitated my learning.

Exceptionally Poor	Below Average	Average	Above Average	Exceptionally Good
1	2	3	4	5

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TRAINER REQUIREMENTS: Training skills and experience in planning and managing prevention programs are equally important to the successful delivery of this training program. Several of the sessions require considerable skill in direction of role-play and simulation activities. Others rely on methods such as group discussion, individual problem solving, lectures, and brainstorming. The package developers suggest presentation by cotrainers or a training team whose combined skills will fulfill both the requirement for subject matter expertise and the need for training skills. Specific suggestions on how to deploy the training staff are included in the refresher material on training techniques (see appendix A).

CONTENT:

Session I: Exploring Concepts of Prevention

Session II: Improving Communication With Youth

Session III: Selecting a Problem Focus

Session IV: Selecting a Prevention Strategy

METHODOLOGY: Lecturettes, small and large group discussions and problem-solving exercises, role plays, case study material, and a 16-mm film.

TIME REQUIREMENTS: Fourteen hours total training time; sessions are 3½ hours in duration (including short breaks).

You, Youth, and Prevention

Session Outline Cards

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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105

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106

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Contents

Session		Page
I	Exploring the Concept of Prevention	1
II	Improving Communication With Youth	17
III	Selecting a Problem Focus	37
IV	Selecting a Prevention Strategy	49

Training Sequence Overview

A. Welcoming remarks and introduction of participants (60 minutes)

B. Overview of training program (25 minutes)

C. Introduction of session goals and objectives (5 minutes)

D. Coffee break (15 minutes)

E. Lecturette—"Exploring the Concept of Prevention" (45 minutes)

F. Individual activity and group discussion—"Clarifying Personal Concepts of Prevention" (45 minutes)

G. Summary of session outcomes (15 minutes)

Total time: 3½ hours

Goals and Objectives

Session I goals:

- Establish an atmosphere conducive to learning.
- Inform participants of the training program goals and sequence of activities.
- Familiarize participants with the handbook and its contents.
- Introduce the concept of prevention and the elements of a definition of prevention.
- Show how these elements can be translated into prevention strategies.

Session I training objectives:

- Identify by name at least one-half of the participants and training staff members.
- List the goals of the training program.
- Relate the goals to the sequence of training activities.

- Specify the relationship between the handbook and the training program content.
- Identify the four key elements in any definition of prevention.
- Define personal concepts of prevention.

Methods, Materials, Media, Equipment, Meeting Room Arrangements

Methods

- Lecture
- Large-group discussion
- Individual tasks

Materials

- **Handbook**
- Handout A: Introduction Guide 111
- Handout B: Overview—Session I
- Handout C: Four Elements Basic to Actualizing Any Definition of Prevention
- Handout D: Personal Concept of Prevention

Media

- Transparency 1: Program Overview
- Transparency 2: Definition of Prevention

Equipment

- Overhead projector and screen
- Writing paper
- Name tags
- Pens or pencils
- Folders or notebooks for participants to store handouts and notes

Meeting Room Arrangement

- Large room; roundtable discussion

media
materials
equipment

Training Sequence

A. **Welcome trainees and introduce participants** (60 minutes).

1. Convene session and pass out all handouts.

2. Introduce yourself and other staff members.

3. Briefly describe the background of the training program:

- title: "You, Youth, and Prevention";
- developed by National Center for Alcohol Education (NCAE) with assistance of Area Alcohol Education and Training Programs under a National Institute on Alcohol Abuse and Alcoholism contract;
- designed to assist those who work with youth in the planning and implementation of a pilot program to promote prevention of alcohol abuse;
- developed in response to a national need; and
- tested by NCAE in field trials and revised as required.

4. Announce the schedule for the program.

Event	*Date and Time*[1]	*Event*	*Date and Time*[1]
Session I	_____	Session III	_____
Lunch	_____	Lunch	_____
Session II	_____	Session IV	_____
Supper	_____	Supper	_____
Optional Activities	_____	Optional Activities	_____

[1] To be filled in as appropriate by trainer.

media
materials
equipment

Training Sequence

5. Describe the facilities and discuss logistic details:
   - Location of
     - other meeting rooms
     - restrooms
   - Availability of
     - supplies
     - coffee and refreshments
   - Arrangements for
     - meals
     - other activities

6. Ask participants to introduce themselves.

Handout A: Participant Introduction Guide

- Review handout A with participants.
- Using the handout, introduce yourself first, then call on the participants to do the same.
- Set an informal, friendly tone, but suggest an approximate 2-minute limit.

Pencil, note paper for trainer

- As each participant discusses individual training expectations, note any that are not within training design.

B. Give an overview of the training program (25 minutes).

Transparency 1: Program Overview

1. Using transparency 1, relate general objectives of each session.

Handbook

2. Pass out copies of the handbook.
3. Refer to the table of contents and describe the topic of each chapter and appendix.
4. Point out that:
   - several steps of the planning process not specifically covered during the sessions are discussed comprehensively in the handbook and
   - the handbook is a resource for future prevention program planning.

media
materials
equipment

Training Sequence

C. **Introduce session goals and objectives** (5 minutes).

Handout B: Overview – Session I

1. Go over contents of handbook B with trainees.

2. Relate specific session activities to the objectives and to the total program.

D. **Coffee break** (15 minutes).

E. **Deliver lecturette—"Exploring the Concept of Prevention"** (45 minutes).

Transparency 2: Definition of Prevention

1. Using transparency 2, project definition of prevention used by the course designers: activities which increase the likelihood that an individual's drinking-related behavior is personally and socially constructive in a drinking society.

   - This definition is positive rather than negative.
   - It focuses on a positive approach to promoting personally and socially constructive behavior (coping ability, self-esteem, decisionmaking skill).

- This definition is equally appropriate for prevention strategies focusing on personal development and on environmental change (see chart on page 10 of handbook).
- "Drinking-related behavior" refers to the behavior of those who drink and of those who *do not* drink.
- It emphasizes that America is "a drinking society."
  - All young people face a decision about whether to drink or not.
  - Often the choice is made in response to peer pressure.
- The reference to "increase the likelihood" acknowledges the experimental nature of all alcohol abuse prevention programs.

2. Point out that there are other accepted definitions of prevention.
3. Describe the three levels of prevention activities and how this definition remains appropriate at all three levels. (Draw from chart on page 8 of handbook.)
   - *Primary Prevention* includes all activities that reduce the number of new cases of people whose drinking causes adverse consequences in daily life. Primary prevention focuses on people who at present are not suffering from alcohol-related disabilities.

media
materials
equipment

Training Sequence

- *Secondary Prevention* efforts attempt to reduce the number of people who have nonsevere alcohol-related disabilities. Examples are sleeping through classes the morning after a drinking party or waiting on store customers with alcohol on one's breath. In both cases the basic responsibility of student or employee is being maintained but performance is impaired.
- *Tertiary Prevention* activities are directed at the reduction of the number of people who have severe alcohol-related disabilities, which prevent them from carrying out the basic functions of their roles.

4. Other definitions may be used, but all should be capable of translation into four key elements:
   - Goal—What is to be done?
   - Target audience—Who is to be reached?
   - Behavior to be affected—What behavior is to be modified?
   - Indicators of success—How is success measured?

Handout C: Four Elements Basic to Actualizing Any Definition of Prevention

5. Ask participants to read handout C as an example.

6. Define strategies as a means of accomplishing a goal.

   - Prevention strategies thus are means of implementing the goal statement in any definition of prevention.
   - Strategies and how to formulate them will be the subject of session IV.

F. **Conduct individual activity and group discussion—"Clarifying Personal Concepts of Prevention"** (45 minutes).

Handout D: Personal Concepts of Prevention

1. Preview handout D.

2. In this activity, participants define their own concepts of prevention and express them in terms of key elements (goal, target audience, behavior to be affected, and indicators of change).

3. Ask participants to take 15 to 20 minutes to fill out handout D. They may refer to the handbook (chapter I and appendix E) for additional information. The handout asks participants to complete the exercise for *primary* prevention.

4. Initiate a discussion of the various views of prevention.

5. The following questions may be used:

   - What definitions of prevention were devised by individual participants?
   - What were some of the specific key elements?

media
materials
equipment

Training Sequence

- What commonalities can be found in the various definitions?
- How do other participants react to these definitions?
  - Do they contain the four basic elements?
  - To which levels of prevention do they apply?

6. Summarize the discussion:
   - Prevention can be defined in a number of ways.
   - The cause definition is not universally accepted.
   - To be valid, a definition must be capable of expression in the four key elements.

G. **Summarize session outcomes** (15 minutes).

1. Describe the session activities and outcomes.
2. Show how the outcomes relate to the program goals and objectives.
3. Point out that selection of appropriate strategies will be covered in session IV.

Training Sequence Overview

A. Introduction to session objectives (10 minutes)

B. Discussion—"Attitudes Toward Youth" (20 minutes)

C. Introduction and presentation of film (30 minutes)

D. Role-play activity (15 minutes)

E. Discussion—"Characteristics that Impede or Facilitate Communication" (30 minutes)

F. Coffee break (15 minutes)

G. Small group role-play activity (30 minutes)

H. Discussion—"Assessment of Personal Communication Styles" (30 minutes)

I. Introduction of Festerville activity (20 minutes)

J. Summary of session (10 minutes)

Total time: 3½ hours

Goals and Objectives

Session II goals:

- Impart an awareness of impediments to communication between adults and youth.
- Provide opportunities to practice and observe different styles of communication.

Session II training objectives:

- Identify helpful means of communication with youth.
- Recognize negative attitudes towards youth (particularly towards teenage drinking) and other impediments to communication with youth.
- Demonstrate helpful and blocking communication styles in a role-play situation.
- Assess the effects of individual styles of communication.

Methods, Materials, Media, Equipment, Meeting Room Arrangements

Methods

- Lecture
- Film
- Large- and small-group discussion
- Role plays

Materials

- Handout A: Overview—Session II
- Handout B: Role-Play Instruction Packet
- Handout C: Festerville Information Booklet
- Large name tags or labels for role players

125

Media

- Film: *The Party's Over*
- Transparency 3: Helpful and Blocking Characteristics (blank)

Equipment

- Overhead projector
- 16-mm projector
- Screen
- Pens or pencils and paper
- Grease pencils

Meeting Room Arrangement

- Theater setting
- Informal discussion (small and large groups)

media
materials
equipment

Training Sequence

A. **Introduce session objectives** (10 minutes).

1. Explain the purpose of this session.

- Planning and implementing a prevention program requires skill in communicating with:
  - teenagers who may be especially sensitive to negative adult attitudes and
  - adult community members who may not be sympathetic to youth and the issues that concern them, and who may feel that teenagers should not drink at all.
- Therefore, the session permits participants to:
  - observe typical types of communication between adults and youth and
  - assess and improve their own communication skills.

Handout A: Overview – Session II

2. Refer trainees to handout A for specific activities and outcomes.

B. **Lead discussion—"Attitudes Toward Youth" (20 minutes).**

Pencils, paper (for participants) flip chart, and marking pen, or overhead projector and screen, clear acetate sheet, grease pencil

1. Without any introduction to this subject, ask participants individually to write down words or phrases that describe teenagers and teenage drinking practices.
2. Call on one or two participants to share their word lists with the group.
3. As lists are read, ask the others to indicate by a show of hands how many listed the same or similar traits.
4. On a flip chart or overhead projector, list characteristics used by the group to describe teenagers.
5. Point out that the traits represent commonly held stereotypes about youth.

Film: "The Party's Over"

C. **Introduce and present film** (30 minutes).

1. Describe "The Party's Over" as:
   - second in a series of four alcohol education films;
   - produced by the HEW Office of Education with the NIAAA;
   - for use in grades five through eight;
   - an open ended film requiring resolution by the viewers in a role play.

16-mm projector

2. Show film.

media
materials
equipment

Training Sequence

D. **Lead role-play activity** (15 minutes).

1. Ask for five volunteers and give each a name tag.
   - Two participants will play Sarah's parents.
   - Those remaining will play:
     - Freddy,
     - Cookie, and
     - Sarah.
2. Instruct the volunteers to reflect the attitudes of film characters.
3. Ask the remaining participants to take notes of the particular words, actions, and attitudes communicated to and about the young people.

4. Set the stage by using simple props (tables and chairs) and by defining the physical dimensions of Sarah's living room.

5. Instruct volunteers that they are in the living room shortly before the arrival of Sarah's parents; they are to act out the scene as they think it might have concluded.

6. Volunteers enact role play.

E. **Lead group discussion—"Characteristics that Impede or Facilitate Communication"** (30 minutes).

1. Starting with the **observers**, ask:

- What words or actions used by the "adults" would you identify as helpful (i.e., facilitating communication)? Why?
- What words or actions used by the "adults" would you identify as unhelpful (i.e., blocking communication)? Why?
- What words or actions used by the "teenagers" would you identify as helpful? Why?
- What words or actions used by the "teenagers" would you consider unhelpful? Why?

2. Next ask **participants** who played the **young people**:

- What words or actions that were used by "adults" in the role play did you consider helpful? Unhelpful? Why?
- How did these words or actions make you feel?

media
materials
equipment

Training Sequence

3. Then ask **adult role players**:
   - In the instances identified as helpful, what were you thinking, feeling, or trying to accomplish?
   - In the instances identified as unhelpful, what were you thinking, feeling, or trying to accomplish?
4. Now engage the **whole group** in discussion with these questions as triggers:
   - What attitudes about young people and youthful drinking practices may be inferred from adults' words and actions?
   - What are the implications of these attitudes in working with young people?
5. Brainstorm and write on the blank transparency a list of personal characteristics that facilitate and that block communication.

Transparency 3: Helpful and Blocking Characteristics

- One list should contain words that might be used to describe characteristics of an adult perceived as helpful (one who facilitates communication),
- The second list should contain words that describe characteristics of an adult who blocks or hinders communication.

6. Use this exercise to start a discussion directed toward these points:
   - The word "stereotype" is a value-laden term that implies a negative and narrow description or understanding of a group of individuals.
   - Stereotypes are keys to attitudes and these attitudes affect the way we communicate with others.
   - All of us stereotype groups or individuals.
   - Not all stereotyping is negative; some is positive.
7. The following trigger questions are useful:
   - What are we doing when we label a group of young people with a certain word or phrase?
   - Are all stereotypes negative?
   - What are some commonly held stereotypes about teenagers?
   - Can you think of and share incidents in which you were guilty of stereotyping?

media
materials
equipment

Training Sequence

- Trigger thoughts by writing down some of the examples presented below.

Helpful Characteristics		Blocking Characteristics	
openminded	flexible	hostile	moralistic
friendly	informed	cold	uninformed
caring	consistent	closeminded	indifferent
listens to others	honest	does not listen	resentful
empathetic	sympathetic	hypocritical	instills guilt and fear
genuine	enthusiastic	judgmental	intimidates
respects others	concerned	preachy	jumps to conclusions
patient	promotes trust	opinionated	

8. Summarize discussion.

F. **Coffee break** (15 minutes).

G. **Conduct small group role-play activity (30 minutes).**

1. In this role play participants will:
   - observe and practice communication techniques and
   - get feedback about personal communication techniques and styles.

Handout B: Role-Play Instruction Packets

2. Inform participants that handout B contains:
   - Instructions for Role-Play Activity;
   - Role-Play Situation; and
   - Role Descriptions.
3. For this activity:
   - Break participants into groups of five members each.
   - Using role descriptions in handout B, participants enact role play for approximately 5 minutes or until the conflict is resolved.
   - After one enactment, participants change roles and reenact the role play.
4. Entertain questions about instructions.
5. Instruct participants to enact role play as often as time allows.

media
materials
equipment

Training Sequence

Transparency 3: Helpful and Blocking Characteristics

H. **Lead discussion—"Assessment of Personal Communication Styles"** (30 minutes).

1. Using the following questions, draw out the communication styles employed and attitudes played out during simulation:
   - How did the "youth worker" make the "teenager" feel?
   - How did the "teenagers" make the "youth worker" feel?
   - What unspoken attitudes about young people were communicated by the youth worker?
2. Transparency 3 can be used to identify words which describe the communication styles demonstrated in the role plays.
3. Relate the activity to trainees' personal experiences with these trigger questions.
   - What kinds of problems have you encountered when talking with or working with youth?
   - How have you handled hostility, belligerence, or resistance from teenagers?

- Based on the role-play experience, have you discovered some helpful communication characteristics?
- Based on the role-play experience, what do you anticipate might be a problem for you or those who work with you when communicating with youth?

I. **Introduce Festerville** (20 minutes).

Handout C: Festerville Information Booklet

1. Referring to handout C describe Festerville as:
   - an imaginary community with an inordinate, perhaps even outrageous, number of problems among the youth;
   - the subject of activities in the next two sessions.
2. Participants are going to assume identities of community members serving on a task force in a simulated prevention program planning activity.
   - The task force has been convened by a youth worker at Phoenix House, a Festerville agency providing alcoholism treatment.
   - It already has completed a community needs assessment, the results of which appear in this booklet, and the task force is planning a pilot program for a grant proposal.

media
materials
equipment

Training Sequence

3. Describe the town:
   - located in the Rising Valley area;
   - total valley population—400,000 people;
   - Festerville city population—33,000;
   - bordered on the east by a lake;
   - suburbs to the north and a poverty pocket in the southeast;
   - land to the west is undeveloped;
   - to the south is an industrial park;
   - racial composition—44 percent black, 20 percent Hispanic, 35 percent white, 1 percent oriental;

- major industries:
  - Western Radio (3,000 employees)
  - Kurloff Bakeries (500 employees)
  - Mountain Brew (2,800 employees)
  - Dubb Auto Parts (4,800 employees)
  - Festerville Power Plant (1,100 employees).

4. Relate some of the recent problems:
   - fights, injuries, and arrests at dances, picnics, and elsewhere;
   - a school bus overturned and a police car burned;
   - arrests of three young women for intoxication and reckless driving;
   - imposition of 10 p.m. curfew for those under age 18;
   - establishment of a citizens night vigilance committee;
   - suspected arson in a fire at the county court house; and
   - public controversy in the press over the recent events.

media
materials
equipment

Training Sequence

5. Five agencies are competing for grant funds of $125,000 for a program to deal with the youth problem.
6. Describe the contents of the Festerville Information Booklet:
   - introductory background with information about the task force and its purpose;
   - facts about the demography and economy of Festerville;
   - a tabulation of results from the needs assessment survey conducted in Festerville;
   - profiles of community leaders; and
   - a summary of recent events related to the alcohol problem among the youth.
7. Assign background reading.
   - Ask participants to familiarize themselves with the handout as well as with chapters III and IV and appendix B of the handbook.

- The activities on the next session require knowledge of the following information from handout C:
  - events,
  - people and their hidden agendas, and
  - community resources.

J. **Summarize session outcomes** (10 minutes).

1. Refer participants to handout A and summarize activities and outcomes of session.
2. Relate content to the overall program design.

Training Sequence Overview

A. Recap of first two sessions and overview of a third and fourth (10 minutes)

B. Introduction of session objectives (5 minutes)

C. Introduction of Festerville activity (15 minutes)

D. Introduction of consensus-seeking process (15 minutes)

E. Instructions for task force activity (15 minutes)

F. Task force activity—"Selecting a Problem Focus" (1 hour, 45 minutes)

G. Large group discussion of outcomes (30 minutes)

H. Summary of session (15 minutes)

Total time: 3½ hours

Goals and Objectives

Session III goals:

- Introduce a process to help planning groups choose a problem focus for a prevention program.
- Give participants experience using these process skills in a simulated community setting.

Session III training objectives:

- Apply the consensus-seeking process in a simulated task force setting.
- Using this process, select a problem focus for a prevention program based on a set of community needs assessment data.

Methods, Materials, Media, Equipment, Meeting Room Arrangements

Methods

- Lecture
- Individual tasks
- Small group tasks
- Small and large group discussion

Materials

- Handout A: Overview—Session III
- Handout B: Process for Task Force Work
- Handout C: Festerville Task Force Instruction Packet
- Handouts D-1 through D-5: Role Descriptions

Media

- Transparency 1: Program Overview (repeat of session I visual)
- Transparency 3: Steps in Planning a Pilot Prevention Program

Equipment

- Overhead projector and screen
- Marking pens, pencils, paper

Meeting Room Arrangement

- Large room and breakout rooms or corners

media
materials
equipment

Training Sequence

A. **Recap first two sessions and preview third and fourth** (10 minutes).

Transparency 1: Program Overview

1. Repeat transparency 1 to summarize objectives of first two sessions.

2. Point out on the transparency the topics and objectives of the next two sessions.

   - Sessions III and IV show how to link the community needs assessment survey to the planning process.

   - The activities also teach skills for use in working with a task force.

B. **Introduce session III objectives** (5 minutes).

1. Explain purpose of session III, which is to provide an opportunity, in a simulated situation, to achieve two objectives:

   - to learn and practice a process for achieving group consensus; and

- using this process, to develop a problem focus for a prevention program based on a set of community assessment data.

Handout A: Overview—Session III

2. Refer participants to handout A for activities and outcomes of session.

C. **Introduce the Festerville activity** (15 minutes).

1. Explain the purpose of the simulation: to apply a process that facilitates group planning activities in selection of a problem focus for a prevention program.

2. Describe the simulated setting:

   - The participants will assume roles (to be assigned) as Festerville citizens serving on a task force.

   - The task force has been formed by a youth worker at Phoenix House (Festerville alcohol treatment agency) to plan a prevention program.

Transparency 4: Planning a Prevention Program

3. Describe what is to be done.

   - Show transparency 4.

   - The simulation begins at a point in the planning process where the youth worker has completed a needs assessment, organized a task force, and called a meeting to select (from needs identified in the community) a specific problem on which to focus a pilot prevention program (indicate on transparency).

media
materials
equipment

Training Sequence

- The needs assessment and task force formation aspects of the planning process will not be covered in the training program because:
  - time constraints prohibit inclusion and
  - trainees can get comprehensive information and guidelines for these tasks in chapter III (Agency and Community Assessment) and chapter IV (Planning a Pilot Prevention Program).
- Before the simulation begins, the process to be used by the task force will be described.
- Participants will receive detailed instructions in packets which will be passed out later.

4. Discuss purpose of the activity:
   - to gain experience in work with a task force and
   - to acquire skill in translation of assessed needs into programs that have real value.

D. **Explain consensus-seeking process** (15 minutes).

1. In this exercise participants will use a two-phased process:
   - problem selection (phase I)
   - problem clarification (phase II)
2. Both phases employ the same technique:
   - members respond individually to items on a worksheet and
   - as a group reach consensus on the same items.
3. Using handout B, describe the procedure for selecting a problem focus.

Handout B: Process for Use in Task Force Work
Handout C: Task Force Instruction Packet

E. **Give instructions for task force activity** (15 minutes).

1. Review contents of handout C:
   - Summary of Tasks
   - Step-by-Step Instructions for Group Work
   - Problem Ranking Individual Worksheet
   - Problem Ranking Group Worksheet

media
materials
equipment

Training Sequence

- Guidelines for Reaching Group Consensus
- Criteria for Problem Ranking
- Problem Clarification Individual Worksheet
- Problem Clarification Master Worksheet

2. Assign roles.

- Separate group into four task forces of five members each.
- Pass out one role (handouts D-1 through D-5) to each task force member.
- The roles include:
  - a youth worker from Phoenix House (group leader) (D-1),
  - a board member of Phoenix House (D-2),
  - a board member of the Jaycees (D-3),

Handouts D-1 - D-5: Role Descriptions

149

– a student (D-4), and

– the president of the Baptist Church Concerned Parent's League (D-5).

F. **Begin task force activity** (1 hour, 45 minutes).

1. Instruct participants to begin task force work.

   - Participants have 1 hour, 45 minutes to complete the activity; coffee will be available during that time.
   - Instruct participants to read community assessment data and their role identities before beginning the Top Problems Worksheet. Allow approximately 15 minutes for reading.

2. Entertain questions about procedure for selecting a problem focus.

3. Entertain questions about instructions or materials.

4. Task forces work toward consensus on problem focus.

   - Circulate from group to group to answer questions and keep groups on target.
   - Be sure that coffee is available during the exercise.

G. **Lead large group discussion of outcomes** (30 minutes).

1. Ask members of task forces to report informally on the outcomes of the group work.

media
materials
equipment

Training Sequence

2. Use the following trigger questions to elicit discussion of the process and its applicability to situations participants have encountered or may have to deal with.

   - How did you feel in your assigned role?
   - What were some of the difficulties you encountered in working as a task force? How were these resolved?
   - What aspects of this learning experience can be applied in your own agency?
   - Have you been involved in or known of prevention programs where this step in the planning process was omitted? Do you feel including this step would have made a difference in the strategies or solutions chosen? In the success of the program?

H. **Summarize session** (15 minutes).

1. Recap the procedure for selecting a problem focus.

2. Summarize findings of the task forces and outcomes of the exercise.

151

Training Sequence Overview

A. Review of session III outcomes (5 minutes)

B. Introduction of session IV objectives (5 minutes)

C. Lecturette–"Prevention Program Strategies" (35 minutes)

D. Introduction of task force activities (15 minutes)

E. Coffee break (15 minutes)

F. Task force activity–Selecting a Prevention Strategy (1 hour)

G. Group discussion–"Simulation Outcomes" (30 minutes)

H. Summary of training program objectives and outcomes (15 minutes)

I. Evaluation and closing (30 minutes)

Total time: 3½ hours

Goals and Objectives

Session IV goals:

- Explain the term "prevention strategy."
- Provide information about current prevention programs.
- Give participants a simulated experience in choosing a prevention strategy for an already identified problem focus.

Session IV training objectives:

- Define "strategy" and describe the various types used in prevention programs.
- Cite examples of current programs and the strategies they use.
- Develop a feasible program strategy to meet goals of a prevention program.

media
materials
equipment

Training Sequence

A. **Review session III outcomes** (5 minutes).

1. In session III, participants:

- learned new skills for achieving consensus on the choice of a program focus; and
- applied them in a simulated setting.

B. **Introduce session IV goals and objectives** (5 minutes).

Handout A: Overview Session IV

1. Session IV goals (refer to handout A) include:

- providing information about current prevention programs and
- giving participants simulated experience in choosing a prevention strategy for an already identified problem.

2. The session training objectives require that participants be able to:

- define the term "strategy" and discuss the types used in alcohol prevention programs,

media
materials
equipment

Training Sequence

- What methods would work in your own community or agency to overcome some of the problems?
- What skills or experience derived from the simulation might be useful in your own prevention programming activities?
- Is the consensus-seeking process applicable to your individual needs?
- How could it be modified to better serve your special requirements?

4. Summarize the major points of the discussion.

H. **Summarize training objectives and outcomes** (15 minutes).

Transparency 1: Program Overview (repeat)

1. Referring to transparency 1, review the goals and objectives of the training program.
2. Use these trigger questions to discuss outcomes:

- Which of the topics has particular relevance to your local situations?
- In what other contexts can you apply some of the skills and knowledge gained from the sessions?
- Do you expect to implement prevention programs in your own agency or community?

Handout C: Evaluation Instrument

I. **Administer evaluation instrument and close session** (30 minutes).

Methods, Materials, Media, Equipment, Meeting Room Arrangements

Methods

- Lecture
- Individual tasks
- Small group tasks
- Discussion

Materials

- Handout A: Overview–Session IV
- Handout B: Task Force Instruction Packet
- Handout C: Evaluation Instrument

151

Media

- Transparency 1: Program Overview (repeat of visual used in session I)
- Transparency 4: Steps in Planning a Pilot Prevention Program (repeat of visual used in session III)

Equipment:

- Overhead projector and screen
- Marking pens
- Paper and pens or pencils

Meeting Room Arrangement

- Large room
- Space or additional rooms for small-group work

- cite examples of strategies used in current programs, and
- develop a feasible program strategy to meet the goal of a prevention program.

C. **Deliver lecturette—"Prevention Program Strategies"** (35 minutes).

1. Describe strategies as:
   - the means used to reach a goal;
   - including the methods and materials required to achieve a program objective;
   - classified according to how they approach the problem of alcohol:
     - social and environmental (modification of laws, amelioration of social problems);
     - personal development (building self-esteem, developing communication skills); and
   - further subdivided into:
     - alcohol-specific and
     - alcohol-nonspecific.
2. Cite examples of each type (refer to page 6 of the handbook).

media
materials
equipment

Training Sequence

3. Describe types of strategies most applicable to alcohol abuse prevention programing among youth:
   - Use of an alcohol-specific strategy with any nonspecific approach is recommended.
   - Nonspecific strategies do not equip teenagers to make sensible decisions about use of alcohol.
4. Provide examples from appendix E of selected programs already implemented and of current programs (with a list containing the names of key staff and a brief description of the project).[1]

D. **Introduce task force activity** (15 minutes).

Transparency 4: Steps in Planning a Pilot Prevention Program (repeat)

1. Participants will continue their roles as members of a Festerville task force.
2. The meeting to take place this session will result in the selection of a specific strategy to meet the given problem focus (not necessarily the one chosen by the task forces in the morning session) and prevention program goal.

[1] To be compiled by trainer.

3. This step of the planning process refers to item 3 (fourth block from left, transparency 4) and occurs after objectives have been written and resources evaluated for a prevention program that will address the selected problem focus.

4. The group will employ techniques learned in the morning work to achieve consensus within the group.

   - Members individually complete Selecting a Prevention Strategy—Individual Worksheet.
   - By examination of the issues according to given criteria and other techniques used during the morning session, the group should reach consensus and fill out the Selecting a Prevention Strategy—Master Worksheet.

E. **Coffee break** (15 minutes).

F. **Begin task force activity** (1 hour).

1. Break participants up into four groups of five each (the groups and roles used in the session III Festerville activity should be retained).

Handout B: Task Force Instruction Packet

2. Review contents of handout B:

   - Instructions for Task Force;
   - Selecting a prevention Strategy—Individual Worksheet;

media
materials
equipment

Training Sequence

- Selecting a Prevention Strategy—Master Worksheet; and
- Criteria for Selecting a Prevention Strategy.

3. Direct task forces to begin work.

G. **Conduct group discussion of outcomes** (30 minutes).

1. Ask several task force members to briefly discuss the outcomes of the task force work.
2. Initiate a discussion of the suggested strategies, focusing on these issues:
   - How useful and reliable would the suggested strategies be in the participants' own communities?
   - What problems might be encountered in communities as the suggested strategies are implemented?
3. Using the following trigger questions, encourage idea exchange and concentrate on actual problems encountered or likely to be encountered in real programs:

160

- Which of the strategies suggested in the simulation activity would be valuable in your community?
- Would the suggested strategies be appropriate and feasible in your agency or community in terms of:
  - manpower,
  - human resources,
  - funding, and
  - agency goals?
- What strategies would you like to see implemented in your area?
- How would you involve consumers (the young people) in program planning and implementation?
- What problems can you foresee in implementation of the suggested strategies?
- What resources could be utilized to facilitate implementation of prevention program strategies in your area?
- Would there be vested interests within your community or agency that would impede implementation of the suggested strategies?